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ABSTRACT

The manual includes teacher instructions and learning activities for a transitional, bilingual program of English as a Second Language (ESL). The program, which is aimed at elementary to college-age Spanish-speaking students from Mexico, Central America, and South America, uses soccer as a motivating cultural force. The ESL program is designed to be used in conjunction with "SOCMATICAS," a bilingual, multicultural, English/Spanish maintenance curriculum. The manual includes a progression of learning activities focusing on oral language development, intermediate level language skills, and oral verb tenses. It includes a section on phonetic interference and a cross reference to activities in the "SOCMATICAS" curriculum. Appendices include transparency masters, student information sheets, pre- and post-tests, sample individualized programs, and various learning activities. (SB)

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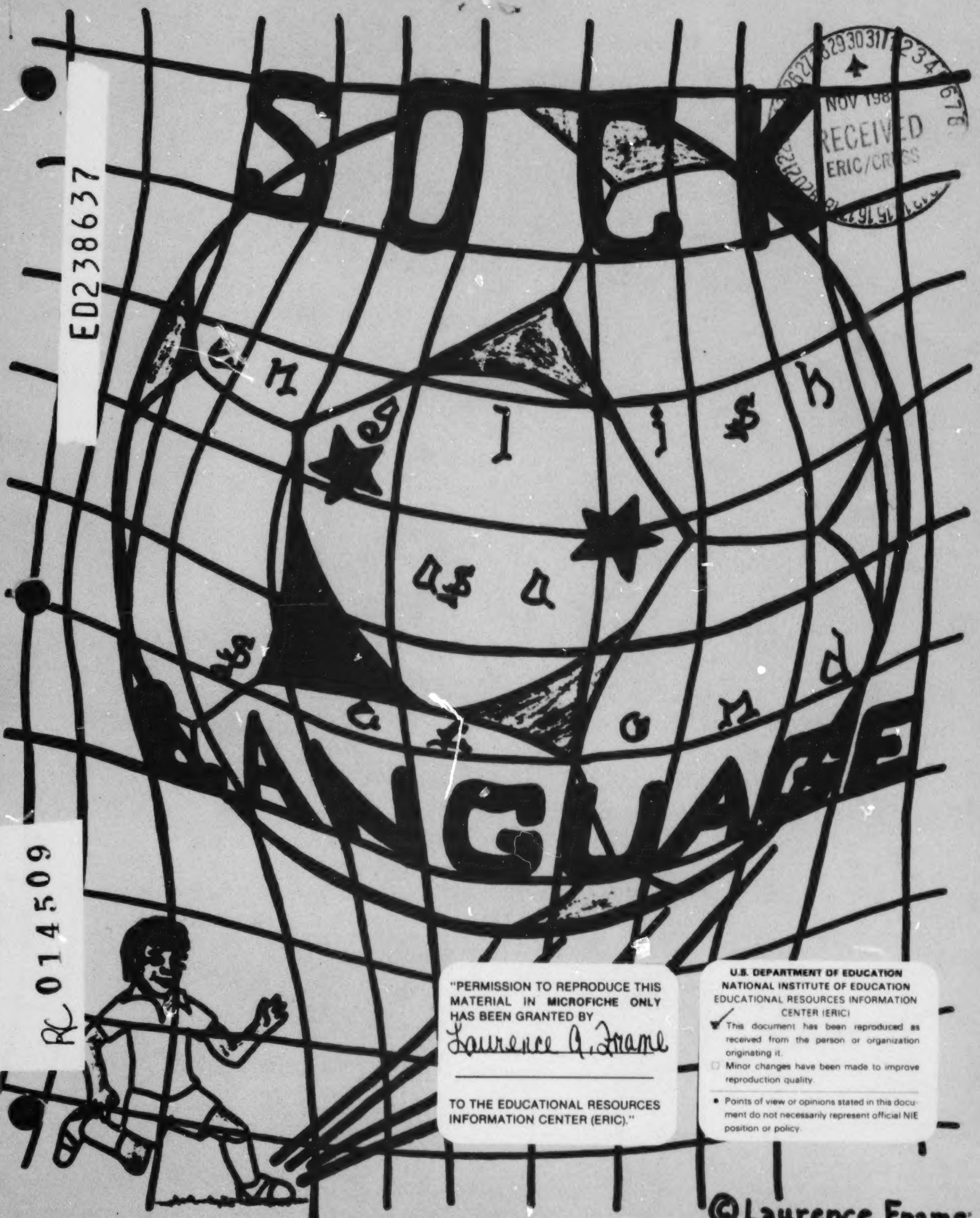

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INTRODUCTION

This program teaches ESL (English as a Second Language) and utilizes the sport of soccer as a highly motivating cultural force to not only encourage, enthuse, excite, and instruct students (especially monolingual Spanish speaking students) to learn the English language, but at the same time, they are encouraged to maintain their cultural identity, values, and positive self-images by involving themselves in positive culturally related activities.

Many activities interrelate from the author's other bi-lingual, multicultural English/Spanish maintenance program, "Socmáticas", which relates closely to soccer and this transitional (ESL) bi-lingual educational program, "Sock".

There is a special inset, "SSC", (Sock-Socmáticas Connection) that includes all such cross reference activities which involves both of the aforementioned programs.

Therefore, it is highly recommended that one purchase BOTH "Socmáticas" (bi-lingual, cross-cultural maintenance program) and "Sock" (ESL transitional program) to have a unique, image building, comprehensive, bi-lingual, multi-cultural learning program in your classroom!

Some of the important considerations of the OTHER program, "Socmáticas", (bi-lingual, multi-cultural maintenance program) are the language dominance test, the addresses for important and motivating free U.S., Mexican, and World soccer team rosters, photos, materials, exciting educational games to play, teacher and student evaluations, IEP's (Individual Education Program) goals for special education teachers, values clarification exercises, etc. However, what is most important is that there will be many activities from "Socmáticas" that will relate to THIS PROGRAM, "Sock", which is indicated in the sixteen page inset, SSC-1 to SSC-16. It is highly recommended to use these supplemental activities as much as possible to supply enrichment, enthusiasm, reinforcement, and excitement for both students and instructors!

The following are suggestions on how to use this exciting "Sock" (ESL) program!

Begin by giving the students a group pre-test found in Appendix P. From these results, you will be able to place students in one of three ESL instructional groups: beginning, intermediate, or advanced.

You may proceed with your instructional activities by observing the Table of Contents. This, itself, offers an excellent continuum of skills and it is recommended that one follow its progression (especially important for the verb teaching sequence) during the course of instruction!

The Table of Contents, incidentally, relates only to "Sock" instructional pages 1-22. This is subsequented by the linguistic based Phonetic Interferences (PI) inset and the very important Sock-Socmáticas Connection (SSC) inset which links communalities with the bi-lingual, multicultural English/Spanish maintenance program of "Socmáticas" with those ESL activities found in the transitional bi-lingual program of "Sock"!

INTRODUCTION
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Occasionally, there will be a direct reference to the "Socmáticas" program, the page number, and the activity. An example of such a reference may read: SM, p. 10 #46.

The "Sock" Skill Index contains all of the skills listed alphabetically in the program along with those integrated with "Socmáticas".

This is subsequented by an appendix which provides the materials and data necessary to relate to many of the vital activities.

For teachers in special education, Appendix Q contains suggested IEP (Individual Education Program) student objectives.

For regular classroom teachers having bi-lingual students in their classrooms, Appendix Q contains suggested BILP (Bi-lingual Learning Program) student objectives.

This appendix is also recommended, of course, for teachers in bi-lingual education.

A sample criterion reference check list is found in Appendix R.

A developmental level for teaching phoneme and morpheme inflections is found in Appendix S.

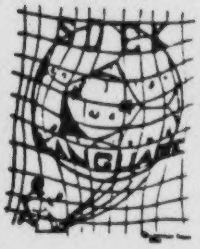
A sample of how to control for language elements in popular or festival songs in presented in Appendix T.

Slang expression and common adages are presented in Appendix U.

PERMISSION from the AUTHOR must be granted TO REDUPLICATE any of this program's parts.

TABLE OF CONTENTS

Listening Comprehension.......... 1
Commands.......... 1
Oral Language Development.......... 2
Prepositions.......... 2
Demonstratives.......... 2
Colors.......... 2
Word Order.......... 2
Possessive Pronouns.......... 3
Subject Pronouns.......... 3
Pronoun Contractions.......... 3
Substitution Drills.......... 3
Reference Titles.......... 5
Reading Numbers.......... 6
Days of the Week.......... 6
Months of the Year.......... 7
Definite Article.......... 8
Plurals.......... 8
Transitive Verbs.......... 9
Present Continuous Tense.......... 9
Kinesthetic Learning Activities.......... 10
Syntax.......... 11
Present Habitual Tense.......... 11
Tag Questions.......... 13
Opposites.......... 14
Superlatives.......... 14
Count vs. Non-Count Nouns.......... 15
"An" + Noun.......... 15
"Wh" Questions.......... 15
Pattern Practice Drills.......... 16
Progression For Teaching Verb Tenses.......... 18
Past Tense, Regular.......... 18
Past Tense, Irregular.......... 18
Past Continuous Tense.......... 19
Future Tense.......... 19
Past Participles.......... 19
Present Perfect Tense.......... 19
Modals.......... 20
Intonation Patterns.......... 21
Phonetic Interferences..........PI-1
The "Sock-Socmáticas Connection" (SSC)-Linking "Sock" with "Socmáticas"..........SSC-1



"SOCK" is the MOST INNOVATIVE & MOTIVATING TRANSITIONAL ESL (English as a Second Language) program in the NATION-WORLD!

It involves the sport of SOCCER with many exciting learning activities to teach ESL!

CREATED especially for SPANISH SPEAKING STUDENTS (from Mexico, Central and South America) who LOVE SOCCER and want to learn how to speak English!

Also great for students of other non-Spanish speaking languages who LOVE SOCCER and need ESL!

Makes learning English a TREAT, not a drudgery!

Definetly a culturally relating element and promotes a strong SELF-IMAGE since "SOCK" relates to a sport that many non-English speaking students can do so well playing while they continually improve their English skills!

Female or male students will LOVE IT!

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COMPLETE with teacher suggestions to clearly and concisely explain the activities. An important PROGRESSION for teaching ESL SKILLS is included!

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For your COMPLETE BI-LINGUAL PROGRAM, be sure to purchase "SOCMÁTICAS" (highly motivating, innovative, bi-lingual (English/Spanish), cross-cultural MAINTENANCE program component. Many of its activities CROSS-REFERENCE with the ESL activities of "SOCK". With both programs, a DYNAMIC bi-lingual, multi-cultural program is possible!

SAVE and ORDER NOW for BOTH PROGRAMS ($30.00) and mail to:

SPORTS CURRICULUM, 841 N. Monroe St., San José, Ca. 95128

"SOCK", ESL relating to World Soccer................................ (Teacher instructions included)	$15.00
"SOCMÁTICAS", bi-lingual/cross-cultural MAINTENANCE PROGRAM...... (per student copy)	$18.00
"SOCMÁTICAS", Teacher Guide..	$8.00

I. Listening Comprehension For Beginners (See SSC-10, 11, 16): It is recommended that for many of the following drills, the students should be dressed in their soccer uniforms or physical education outfits; therefore, many of these drills should be considered appropriate for the athletic field.

A. Give the students a one sentence command:
  1. State, "Touch your head."
  2. Continue with all of the body parts. It is important to start at the top of the body and work down to develop an order of progression for naming the parts. This helps the student to memorize such parts.

B. Eventually ask the students the name for each body part as you, the instructor, touch your parts.

C. A student now commands you to touch your parts from commands given by the former. (See SSC-13)

D. Issue commands that are opposites. State, "Stand up. Sit down. Raise your hand up. Put your hand down."

E. Develop a soccer vocabulary. Define nouns and verbs pertaining to the game of soccer. Each student writes each word down on a 3x5 inch card and keeps them in his/her "clubhouse". (See SSC-8, 16)

F. The instructor gives the students a two sentence command by stating, "Run to the ball. Pass it to _______."

G. The students eventually give the instructor two sentence commands to execute.

H. Continue the sequence with three sentence commands. State, "Pass the ball to Juan. Tackle Juan. Dribble the ball to _______."

I. Repeat G giving three sentence commands.

J. Eventually, the students read these commands that are written for them.

K. Eventually, the students write the commands from dictation.

L. Students can learn to follow instructions found on a community map. (See SSC-5)

7

II. Oral Language Development

A. Skills to develop:

1. The student repeats the phrase, "My name is ________, what's yours?"
2. The student says his address and phone number.
3. Prepositions: Using a pencil and a book, have the student place the pencil on-in, under-above, in front of-in back of, on the left side-right side of the book. Eventually, have the student direct you to do the same drills. (See SSC-6,7,13)
4. Take "Treasure Hunts" with cards. (See SSC-8)
5. Demonstratives- this, that:
    - a. Give the student various objects relating to soccer such as a ball, whistle, shirt, red card, etc.
    - b. State, "This is a _______."
    - c. Then ask the student (while you place each object individually in the student's hand), "What is this?"
    - d. The student responds, "This is a _________."
    - e. The instructor rolls the soccer ball away and points to it at a distance and states, "That is a ball."
    - f. The instructor places the other objects at a distance and does likewise.
    - g. The instructor points to each object at a distance and asks, "What is that?"
    - h. The student responds, "That is a _______."
6. Introduce colors, adjective word order: (See SSC-12-15)
    - a. Have an assorted color of pencils and point to one and ask, "What color is this?"/"What color is that?"
    - b. Do likewise with clothing that you or the student are wearing.
    - c. Do likewise with a picture of a soccer player or a team.
    - d. Now hold and give to a student a yellow pencil and state, "This is a yellow pencil."
    - e. Ask, "What is this?" Response: "This is a yellow pencil."
    - f. Continue drilling with clothing items and items in the soccer picture.
    - g. Don't use items that have initial vowels.
7. Have the students follow instructions in coloring a given picture.
    - a. Direct the students to color certain parts of a picture using the colors that they have learned.
8. Demonstratives- these, those:
    - a. The instructor gets two soccer balls, gives them to the student and states, "These are balls."
    - b. The instructor does likewise with the whistles and red cards. (To keep the /z/ phoneme of the inflection "s" constant) (See SSC-7,11,12,16)
    - c. The instructor places each pair of items consecutively in the student's hands and asks, "What are these?"
    - d. The student responds, "These are _________."
    - e. Elicit an adjective response by asking, "What color are these balls?" R: "These are ________ balls."
    - f. The instructor then rolls the balls away (preferably without using his hands) so that both balls settle in close proximity of each other and states, "Those are balls."
    - g. The instructor places the other pairs together and at a distance from the student and continues the dialogue.
    - h. The instructor then points to each pair and asks the student, "What are those?"
    - i. The student responds, "Those are _______."
    - j. Ask, "What color are those balls?" R: "Those are _____ balls."

9. Students learn the names of the common items that would be found at a soccer match such as a soccer player, referee, goalie, ticket, fan, soccer field, goal net, soda, peanuts, beer, scorecard, cheerleader, etc.
   a. Use the method of 5a., page 2, to teach these items.
   b. Provide a picture or have the actual item available.
   c. Dress up like a player, referee, or cheerleader, or invite such a person to class.
   d. When the students have learned these item names (including the names of the different player positions and marks or lines on the field), introduce other common items that can be found in the classroom. (See SSC-8,16)

10. Students learn clothing parts along with possessive pronouns.
   a. Have the students dress in their soccer uniforms.
   b. Use the method used in 5a., page 2, to teach the parts.
   c. To teach possessive pronouns, touch Juan's shirt and ask Juan, "What is this?" Juan answers, "This is my shirt." Then touch Juana's shirt at the shoulder and ask Juan, "What is this?" Juan answers, "This/That is her shirt." Continue so that the individual or group learns the other possessive pronouns "his", "your", "their", and "our".
   d. You can use a picture of a soccer team. State to a student, "Touch his shirt. Touch their shoes." To develop "ours", "yours", and "my", the instructor has to take a picture with himself and the whole class in uniform. (See SSC-1)
   e. Make a clothing collection from magazine pictures. If possible, start with soccer books where stars are fully clothed.

11. Subject pronouns:
   a. Use a combination of pointing and translating to have the student point to the subject pronoun that the instructor says. For "I", the instructor points to his chest and says, "I"-"yo". Then he says to the student, "Punta a tu pecho. Ahora, dilo 'I'." For "you", the instructor says, "Punta a mi-'you'-'tu'." For "he", the instructor points to a distant student and says, "Punta a él-'he'." Likewise for "she"-"ella". Thus, you will probably have to teach the consonant digraph /sh/. Put your finger over your lips and say that this is how to signal to someone to be quiet. We make the sound sh-sh-sh. Have the student duplicate it. (See PI-2) For "they", point to a group of distant students and say, "Punta a ellos"-"they". For "we", have all the students come together enclosing a circle by putting their arms on the students on either side of them. Say, "we"-"nosotros". (The instructor can then motion with his hands towards himself from all directions of the circle indicating that everyone is together or included for "we". For "it", use a soccer ball or a picture of an animal.
   b. Ask an individual student to point to a specific pronoun in class (a person, group of persons, himself, or an object in the case of "it") and say the pronoun after the instructor gives the pronoun orally.
   c. Now reverse the roles with the student having the teacher point to and say the pronoun.

12. Pronoun Contractions (See SSC-13):
   a. Introduce the picture of the bee and the /z/ sound that it makes. (See Appendix A)
   b. Point to a distant male student and state, "There is Miguel _____."
   c. Ask, "What does he do?"
   d. The instructor responds, "He's a soccer player." (The instructor raises the picture of the bee to emphasize the /z/ sound when he is

saying "He's".)

e. The instructor asks the class to repeat the above sentence by stating, "Class", and gesturing with his/her hands to "pull" the words from the students. (The teacher should tell the class that this gesture means for the class to respond together for future drills.)

f. Now point to a female student and state, "There is María ________."

g. Ask, "What does she do?"

h. Response: "She's a soccer player." (Use the "bee" card again to emphasize /z/ sound for the pronoun contraction "She's")

i. The instructor then singles out one student and states, "You are Jaime ________. You're a soccer player."

j. The instructor then asks the student, "Who am I?" The student responds, "You are Mr./Mrs./Miss/Ms. ____________."

k. The instructor asks, "What do I do?"

l. The student responds, "You're a soccer player (or teacher)."

m. Now have students pair up and practice this drill.

n. Now state to the class, "Everyone touch their chest with one finger." Then state, "Who are you?" Students respond quietly and individually as the instructor passes from one student to the next with, "I am ______."

o. The instructor then asks, "What do you do?" Students respond, "I'm a soccer player."

p. Point to several girls (or boys) sitting together in a corner at a distance and state, "There is Lupe _____, Juana _______, and Admina _______." Ask, "What do they do?" Response: "They're soccer players."

q. State, "We are here." (Beckon to the students with hand gestures to get across the "group" concept.

r. Have the students repeat the above statement.

s. Now ask, "What do we do?"

t. Response: "We're soccer players."

u. Hold up a soccer ball and state, "This is a soccer ball."

v. Ask, "What color is it?"

w. Response: "It's white."

x. Now appoint a student to follow the same sequence as the instructor did.

13. Pronoun contractions/substitution drills:

a. For any of these drills, substitute the adjective noun such as:

1.) State, "She's a player." Then state, "student".

2.) The response changes to, "She's a student."

3.) The instructor continues, "She's a student. (leader)"

4.) R: "She's a leader."

14. Negative contractions-isn't, aren't:

a. It will be inevitable that some students won't be classified as soccer players which will permit the instructor to first teach the negative "isn't".

b. Such a dialogue would be developed as:

1.) "There is Gloria. She is a soccer player."

2.) Gloria responds, "No, I'm not."

3.) The instructor asks the class, "Is Gloria a soccer player?"

4.) Response: "No, she isn't."

c. When a group of non-soccer players are established as such, the instructor can ask the class, "Are Roberto, Gloria, Cecilia, and Ramón soccer players?"

1.) Response: "No, they aren't."

15. Reference titles: (The following discussions may result from the activity on page 4, #12(j)): It can be appropriate to discuss the English language custom of not retaining professional titles (except doctors, priests, ministers, lawyers, etc.) opposed to the Spanish language custom of giving a professional a title before pronouncing someone's name such as a teacher or a lawyer. The discussion may lead into giving an older person the title of "don" opposed to no recognition in English for being elderly. It also may lead to the formal versus informal recognition of the second person singular in Spanish ("tú"- informal and "Ud."- formal as opposed to no distinction in English). (See SSC-5)
16. Rhyming drills (See Appendix D-1)
17. Learning food items:
    a. The instructor brings in food items.
    b. Ask the students to contribute if they can.
    c. Using the method on page 2, #5(a), learn the names of the items.
    d. Students say the name of the item and try to read its price.
    e. Take the students to a supermarket.
    f. Practice asking students questions from newspaper advertisements or fliers announcing sales from a market. (See SSC-8)
    g. Introduce the terms breakfast, lunch, and dinner and have the students tell you their equivalent in Spanish. (desayuno, almuerzo/lonche, la cena)
    h. Ask the students to make a day's menu that their favorite soccer player (or movie star) might eat. (See Appendix E. See SSC-8,10) If there are any national dishes that a student includes, try to have him/her bring in a sample of the food or a recipe. The class then prepares it. Also, different eating customs can be noticed like the drinking of wine instead of milk in Europe.
    i. Now ask the students to prepare a day's menu that such a player would eat on the day of a soccer match. (See Appendix F) For the movie star, include a diet preceding a strenuous recreational activity. Write a team directly and ask for the team's training or "pre-match" diet.
    j. Ask the students to compare the results from Appendix E and Appendix F activities. (See SSC-8,9,10)
    k. Discuss the differences. Introduce the word "calorie" (Spanish-caloría)
    l. Invite the school nurse or a dietician from a local health organization to speak to the class.
    m. Review the names of food using the actual items or pictures.
    n. Have students prepare a daily menu for a week for their family.
    o. Have them then prepare a shopping list (from the newspaper) for these items. (Have Spanish and English newspapers available. After the list is prepared, translate the items in Spanish to English. "See SSC-8").
18. Learning rooms of a house (See SSC-10):
    a. Visit the instructor's house.
    b. Teach the rooms of a house with the use of a doll house and furniture.
    c. Use Spanish equivalences.
    d. Find and use a magazine article (or photographs) illustrating the rooms of a famous soccer player's home (or a movie star's).
    e. Ask the students to find pictures in magazines of the rooms of a home that they would build if they became a famous soccer player (or movie star).
    f. The students design a folder for their ideal home.
    g. Teach the names of furniture that goes into each doll house room.
    h. Have the students name their furniture found in their pictures from step "e".

- i. Bring in slides taken from the rooms of the instructor's home and have students name the rooms and furniture.
- j. Discuss that many soccer players have to have another job to earn enough money. Ask the students what type of work they would prefer besides being a soccer player. (See Appendix G)
- k. You may wish to discuss the cost of buying a home or constructing one yourself to convince the student on step "j".
- l. Discuss purchasing furniture with credit cards, down payments, lay away plans, etc.
- m. For pre-vocation activities, have the students practice filling out a multitude of forms such as social security, work permit, credit applications, purchasing by mail forms or catalogues, job applications, etc. However, have each student begin such a process by filling out an information sheet in both manuscript and cursive. (See Appendix H)
- n. Give students practice using a map by asking them: (See SSC-5)
  - 1.) What part of the city do they live in?
  - 2.) What part of the city would they like to build their home in?
- o. After students have found their addresses on the map, have them ask other students to find the formers' addresses.
- p. Have students find the addresses of the businesses where their parents work.
- q. Have students find their address of their future home.

19. Reading numbers from 0-100. (See SSC-2,4,5,12)
- a. Repeat the activity on page 2, #2.
- b. Repeat the activity on page 5, #17(d).
- c. Read room numbers from a school map.
- d. Read students' uniform numbers.
  - 1.) Find out each student's favorite number.
- e. Have each student read the uniform numbers from his/her favorite soccer team's roster or photograph. (See SSC-1)
- f. Read the addresses of the soccer teams. (See Socmáticas, Teacher Guide, T-12 to T-14)
- g. Do basic number reading and writing activities. (See Appendix I)

20. Reading ordinal numbers (See SSC-10,13)
- a. Line all of the students up before they come into the classroom.
- b. Now state, "Alan is first (and ask him to enter). Miguel is second. Juan is third. etc."
- c. Give the students directions to turn off the first, second, third, and fourth light switch.
- d. Display a chart of the solar system. Discuss the first to the ninth planets and then state to the students, "Mercury is the ______ planet. Venus is ________. etc." Students answer in ordinal numbers.
- e. Discuss the first and second periods in soccer.
- f. Discuss the first to the 90th minute in a professional soccer match.
  - 1.) Have a soccer clock on a chart that indicates the minute.
  - 2.) Get a box score from a newspaper of a soccer match. Have the students read the ordinal number of the minute in which goals were scored or penalties were committed and when substitutes entered.
- g. Do the activity from Appendix J.

21. Days of the week
- a. Get a Mexican Soccer League schedule for the coming week from either the newspaper "La Opinión" (Los Angeles) or the magazine "Balón".
- b. Ask the students what teams will be playing on the days listed for that week.
- c. Write the days in Spanish in the order that the games will be played.

d. Then ask what days are missing (the days that there are no games scheduled).
e. Now write these days.
f. Now read these days together.
g. Ask students to say the days orally.
h. Have students write the days.
i. Now translate the days into English and repeat steps c-h.
j. With the roster of each student's favorite team, find the day that each player was born on and find out the day that most of them were born on. (Translate these days into English.)
k. Ask the students to disclose the day that they were born on. Can the class represent a full week of births together?
l. Ask students to tell some differences in writing days in Spanish as compared to writing them in English.
m. Now repeat steps a-h using a NASL (North American Soccer League) schedule and reverse the process from English to Spanish.
n. Do activities from Appendixes K-1, K-2.
o. Discuss the Roman/Celt naming of the days of the week and include the history behind these names. (See Appendix K-2)

22. Months of the year (See SSC-3):
a. Have students say and write their birthdate first in Spanish and then in English. You may make it competitive by dividing one-half of the students against the other half. Have occasional contests to motivate all to learn their dates.
b. Use the Mexican Soccer League schedule (of 21a., p. 6) taken from the magazine Balón. Have the students read the months in Spanish that games are scheduled.
c. Then have the students enter on the left margin of the paper those months on a paper entitled "Los meses del año y la temporada de fútbol mexicano". The season months will generally be September (septiembre) through June (junio) for the Mexican Soccer League. (See Appendix L-1)
d. Have the students circle these entered months.
e. On another paper entitled "The months of the year and the NASL Soccer Season", have the students translate and write in English on the right margin of the paper, the months entered in 22c. Don't circle the months in English. (See Appendix L-2)
f. Now, use the NASL schedule from 21m and have the students read in English the months that the games are scheduled. (See Socmáticas Teacher's Guide, T-13 to obtain the complete schedule of matches.)
g. Have the students write these months on the left margin of the paper and now circle them on their English papers from 22e (NASL soccer season runs from March through August).
h. Now have the students translate these months in Spanish and write them on their Spanish sheet on the right margin of the paper from 22c but don't circle them.
i. Discuss the differences between the time of the Mexican and NASL soccer games played and develop the concept "season" or ⌈temporada⌋.
j. Discuss the differences in which the month and date are written in Spanish compared with the way the month and date are written in English.
k. Do the top activity on SSC-3.
l. The months in Spanish are: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre.
m. Discuss Latin names for the months and the history behind them. (See Appendix L-3)

23. Definite article:
  a. Get a picture of the students' favorite soccer team, the local team, the school team, or the class and flash it on an opaque projector. (You may also get a picture for every two students to work with.)
  b. State, "These are the ________ (name of the team) soccer players."
  c. Now specifically speak about individual players and point to them:
   1.) "This is a player, but this is the best player." (emphasize "the")
   2.) "This is a goalie, but this is the best goalie."
   3.) "This is a wing, but this is the fastest wing."
   4.) "This is a player, but this is the tallest player."
   5.) "This is a coach, but this is the head coach."
  d. Give each pair of students time to discuss the picture using "the" in each sentence. (with their individual team pictures from 23a)
  e. Now, ask students from the class to comment individually about separate players using conjunctive sentences and emphasizing "the".
  f. The instructor writes the best ten responses on the board.
  g. The students read them.
  h. The students write a copy of them.
  i. The instructor dictates (after erasing the list) each sentence to the students.
  j. The instructor asks volunteers to write on the board the individual sentences dictated in 23i.
  k. Students self-correct their work from 23j.
  l. The instructor may want to use a poster of the local professional team and first list the name and number of each player on the board before starting this exercise.
  m. See SSC-1.

24. Plurals (with inflections /z/, /s/, /iz/):
  a. Place a large picture of players in their positions (may be available from Tampa Bay Rowdies) or draw it. Begin by teaching the /z/ inflection and show the students a picture of a bumble bee that makes the z-z-z sound. (See Appendix A.) Move from student to student while making the /z/sound carrying the bee with you. If a student doesn't make the /z/ sound correctly, "pica" him/her (gently touch the student with the corner of the card simulating a bee "sting"). Now go to the picture of the players in their position and point to a player and say, "player". The students repeat it. Then point to two or more players and say, "players". The students repeat this. Do the same for other terminal voiced consonant words such as forward-forwards, wing-wings, midfielder-midfielders, defender-defenders, goalie-goalies, referee-referees, spectator-spectators, etc. Bring in toys, common items and hold one up and say, "Tie Fighter" (Star Wars). The class repeats it. Now hold two up and say, "Tie Fighters". The class repeats it. Now hold one up and ask, "What is this?" The class answers. Now, hold two (of these airplanes) up and ask, "What are these?" The class answers. Pair the students off and distribute as many toys, objects as possible and have students ask and answer each others questions. Now introduce the /s/ inflection by showing the students a picture of a snake. (See Appendix B.) Tell the students that it makes the s-s-s-s sound and repeat going around to each student to have the student produce this sound. Once again "pica" the student gently with the card if they fail to make the /s/ sound. Now teach words that have terminal aspirated consonants. (See PI-2) (If the students can't make this sound, take a small piece of paper or a lighted candle and say a word such as "shirt" distinct enough to either move the paper or blow out the flame.)

Now refer to the same soccer picture, point to a player's shirt and say, "shirt". The students repeat it. Now point to two players' shirts and say, "shirts". Students repeat it. Continue this progression with other clothing items such as pant-pants, sock-socks, etc. Bring in items to pass around to the students and pair them off for similar drills as you did for the /z/ inflection. Finally, teach the /iz/ inflection in similar fashion using a fizzling drawing of a 7-up soda to simulate the /iz/ sound. (See Appendix C.) Use words that have terminal /z/, /ch/, and /sh/ sounds such as nose-noses, moustache-moustaches, and objects such as watch-watches to drill with. When the three inflections have been learned, use a combination of the aforementioned items plus pictures of food, clothing and objects to review the sounds.

25. Transitive verbs is/are: (See SSC-2, 13, 14, 16)
   a. Use the same team pictures as in activity 23 (and team rosters).
   b. Know the positions of the players.
   c. Point to a defender and say, "This is a defender."
   d. Now with all of your fingers pointing say, "These are defenders."
   e. Continue through the positions, sizes, ages, and other adjective nouns.
   f. Now elicit a negative contraction of the verb BE. Point to the goalie and ask, "Is this a defender?" R: "No, he isn't." Then point to two defenders and ask, "Are these forwards?" R: "No, they aren't." Continue substituting subject pronouns. Pair the students off and practice these.
26. Have/has: (See SSC-2, 4)
   a. Use the same team picture as in the preceding activity (or use players in class) and find something to say about a player by stating, "He is number nine. He has a moustache."
   b. State, "This is a soccer ball. It has a round shape."
   c. Now find similarities in several players (preferably together in the photo) and say, "They are short. They have short legs."
   d. Pick a communality that everyone in class has and state, "We are friends. We have happy faces."
   e. Pick out an individual and state, "You are a strong student. You have big arms."
   f. Lastly, state, "I am a soccer fan. I have some soccer tickets."
   g. Now, organize the students in pairs and have them practice the same procedure together.
   h. Now choose volunteer pairs to procede through the aforementioned steps before the class.
   i. To elicit the negative contraction "hasn't", "haven't" point to a picture of a player without a moustache and ask, "Has he a moustache?" R: "No, he hasn't." Then point to several short players' pictures and ask, "Have they long legs?" R: "No, they haven't." Continue substituting subject pronouns in this dialogue. Now put students in pairs and repeat this drill.
27. Present continuous tense: (See SSC-4, 10, 11, 15, 16)
   a. Sit down and ask the class, "What am I doing right now?" R: "You're sitting."
   b. Now point to another student and ask, "What's he doing right now?" R: "He's sitting."
   c. Continue through the subject pronouns.
   d. Follow this progression with the verbs "reading", "studying", and "writing".
   e. Now walk back and forth and ask, "What am I doing right now?" R: "You're walking."
   f. Substitute pronouns for other students or people walking.

g. Do the same progression to introduce the verb "running" with the teacher running back and forth.

h. Now use pictures of people doing common things such as eating, drinking, talking, sleeping, working, etc., and continue the questions. (Use pictures geared to the age level of your students.)

i. Review the /z/ sound with students. Have the bee picture/card (previously alluded to in activity #12, page 3) placed on the teacher's right hand side. Elicit the pronoun contraction of "he's/she's" by asking, "What's he/she doing?" At the same time show a picture cue. If the student answers without using the /z/ for "He's", tap him/her on the wrist with the "bee card" (simulating "una pica") and saying simultaneously the /z/ sound. The student repeats the phrase emphasizing /z/ in "He's" or "She's". If the student does not say the initial consonant digraph š/sh for "She's", discuss that one finger over the lips means to "be quiet". Give this cue each time to a student who fails to pronounce this digraph. Have the /s/ "snake card" alluded to in activity #24, page 8, on the teacher's right side to remind the students to accentuate the /s/ sound for the pronoun contraction "It's".

j. Occasionally ask the student a question opposed to the picture eliciting a negative response. Show a picture of a person eating and ask, "Is she sleeping right now?" R: "No, she isn't. She's eating."

k. Show a picture of some students walking and ask, "Are they running right now?" R: "No, they aren't. They're walking."

l. Practice this drill in small groups with students taking turns asking and answering questions.

m. Have a student or students do soccer drills and ask the other students what he/she/they're doing right now to elicit the verbs "dribbling", "passing", "trapping", "tackling", "defending", etc.

n. Now, type all the phrases (and have pictures for each phrase) that the students can say on a ditto such as:

1.) I am running right now.
2.) You are running right now.
3.) He is running right now.
4.) She is running right now.
5.) It is running right now.
6.) We are running right now.
7.) You are running right now.
8.) They are running right now.

9.) I am walking right now.
10.) You are walking right now.
11.) He is walking right now.
12.) She is walking right now.
13.) It is walking right now.
14.) We are walking right now.
15.) You are walking right now.
16.) They are walking right now.

o. Call a number out. Then have a student read the complete sentence that goes with the number. Then have a student read a complete block for a given verb such as running would begin at number 1 through number 8.

p. Eventually dictate these to the students for a writing exercise.

q. Type the negative forms on a ditto such as:

1.) I'm not running right now.
2.) You aren't running right now.
3.) He isn't running right now.
4.) She isn't running right now.
5.) ....

r. Follow the same procedures as in activity "o" and "p".

28. Subject-verb-object word order:
   a. Say a simple subject-verb sentence such as: "A boy is kicking."
   b. Place a small orange piece of card on the chalk tray of the chalkboard to represent the indefinite article as you say, "A...."
   c. Then say, "boy", and place a larger light blue card on the chalk tray.
   d. Then say, "is kicking" and connect a pink piece of card to the light blue to complete the sentence.
   e. Repeat the process but have a student do the card placement as the teacher states the words.
   f. Have a student say the sentence and place the cards at the same time.
   g. Now write the sentence making sure that the subject and verb phrase correspond to the placement of the colored cards below.
   h. Now dictate the sentence to the students to write it.
   i. Construct other similar sentences.
   j. Add an object to the original sentence by stating, "A boy is kicking a ball." Place another small orange card for the indefinite article "a" and place a larger light green card for the object "ball".
   k. Follow the same aforementioned procedures.
   l. Insert a small yellow card to represent the definite article "The".
   m. Insert adjectives into the sentences by putting purple cards before the two nouns and stating, "The little boy is kicking a soccer ball."
   n. Now make the subject plural and add a small darker blue card to the subject "boy" representing the inflection /z/ for "The little boys".
   o. Place a dark red card to represent "are" for the new sentence, "The little boys are kicking a soccer ball."
   p. Use other sentences with this pattern.
   q. Make sure that you use all /z/ subject plurals first.
   r. Now use sentences with /s/ subject plurals such as "tots", "youths", etc.
   s. Use a darker blue card for /s/ endings.
   t. Use a darker blue for /iz/ subject plurals such as "wenches", "witches", etc. This card would be the darkest blue.
   u. Alternate with singular and plural subject nouns and definite and indefinite articles.
   v. Make the object nouns plural using the same linguistic progression of dark green for /z/ object noun inflections such as "balls".
   w. Use a darker green for /s/ inflections such as "kicks".
   x. Use the darkest green for /iz/ inflections such as "catches".
   y. Continue substituting different adjectives which maintain the color purple.
   z. Begin the drill: "All my first ten new big round red Vietnamese flower pots are here". (See Appendix M)

29. Student says complete sentences:
   a. State sentences in the present continuous tense such as: "The player is kicking the ball right now."
   b. Have the students repeat it together.
   c. Have them work in pairs.
   d. State sentences in the present habitual tense (See SSC-4,10,11,15,16) such as: "The player runs after the ball every game." Then ask, "What's he do every day?" R: "He runs after the ball every day." (See SSC-2, 3, 5, 6, 7, 8, 10, 16)
   e. Give sentences together with the third person verb terminal voiced consonant /z/ inflection. Use such verbs as "jogs", "plays", "cries", etc. Be sure to use the "bee" cue card after a student pronounces a verb without the /z/ inflection.

f. Then give present habitual tense sentences together having the terminal sound of the third person verb aspirated /s/ inflection. Use verbs such as "eats", "drinks", "walks", "sleeps" to answer such questions as "What's he/she do every day or every night or every afternoon?" Use the cue card "snake" if the inflection /s/ is absent in production.
g. Finally, give present habitual tense sentences together having the third person verb terminal sound of a consonant digraph for the /iz/ inflection. Use verbs such as "catches", "watches", "fishes", "wishes". Be sure to use the 7-up cue card if the inflection /iz/ is not produced.
h. Have students repeat these sentences.
i. Have them give sentences to the teacher.
j. Pair the students and have them practice repeating their own sentences. (See SSC-7, 11, 12, 16)
k. Watch for students who are weak in the auditory mode and who are not able to repeat four to five numbers or nouns in the correct sequence.

III. Intermediate Level

A. Skills to develop:

1. Pre-Tag Questions:
   a. Does/do-doesn't/don't (See SSC-10, 15): Find a picture of a player with a moustache. Ask, "Does he have a moustache?" R: "Yes, he does." Find two players with moustaches and ask, "Do they have moustaches?" R: "Yes, they do." Point to a picture of a soccer player and ask, "Does he run a lot?" R: "Yes, he does." Now point to several players and ask, "Do they run a lot?" R: "Yes, they do." To elicit a negative contraction "doesn't", "don't" response, point to a player and ask, "Does he play without shoes?" R: "No, he doesn't." Now point to several and ask, "Do they play without shoes?" R: "No, they don't." Continue asking questions beginning with "Does/Do" and using "every day", "every night", etc., and elicit "does/doesn't", "do/don't" answers. Use a large poster of comic heroes like a Bat Man or Robin (or a giant soccer player) to ask the students about every day occurrences. Also, a large chart with action circles and referring to it as the current U.S. President's family can elicit present habitual tense positive and negative responses. See Appendix R for such a chart. Another excellent method is to use flannel board stories in this tense. (See SSC-2, 3, 5, 6, 7, 8, 10, 16)
2. Tag question with verb BE(present and past):
   a. Use the picture of the players at their positions and point to the goalie and ask, "He is the goalie, isn't he?" The students respond, "Yes, he is." Continue this drill pointing to the other positions. Then ask a student to repeat what you did. Then, have the students (with smaller pictures of a complete team) ask each other in pairs the same questions.(See Appendix O)
   b. Now substitute pronouns and point to a female and say, "She's cheering, isn't she?" Response: "Yes, she is."
   c. Point to two defenders and say, "They're defenders, aren't they?" R: "Yes, they are."
   d. Now state, "We're soccer fans, aren't we?" R: "Yes, we are."
   e. Point to the soccer ball and say, "It's round, isn't it?" R: "Yes, it is."
   f. Then state, "I'm the teacher, aren't I?" R: "Yes, you are."
   g. Have the students practice these drills in pairs.
   h. Now, practice the tag question with a negative answer.
   i. Point to the goalie and state, "He's the referee, isn't he?" R: "No, he isn't."
   j. Continue with these absurd questions using all the previous pronouns eliciting a negative answer. See who can make the most ridiculous questions.
   k. Now ask a few negative tag questions. Point to the goalie and state, "He isn't the club owner, is he?" R: "No, he isn't."
   l. Substitute other pronouns.
   m. The progression of tag questions continues with the past tense of the verb BE:
      1.) Point to the goalie and state, "He was a goalie last year, wasn't he?" R: "Yes, he was."
      2.) Point to two defenders and state, "They were defenders last year, weren't they?" R: "Yes, they were."
      3.) Continue this dialogue substituting subject pronouns.
      4.) Now elicit a negative response. Point to the goalie and state, "He was a referee last year, wasn't he?" R: "No, he wasn't."
      5.) Continue with absurd questions and pronoun substitutions.

6.) Now ask a few negative tag questions. Point to the goalie and ask, "He wasn't the owner last year, was he?" R: "No, he wasn't."

7.) The progression continues with more complex questions such as:
   a.) He is playing for........, isn't he?
   b.) He plays.........., doesn't he?
   c.) He played for.........., didn't he?
   d.) He has played for........, hasn't he?
   e.) He had played for........, hadn't he?
   f.) He is going to play........, isn't he?
   g.) He will play in the U.S., won't he?

8.) Substitute pronouns for the above questions getting a positive, then a negative response.

9.) Now use a negative contraction in the beginning of the tag question: (Also, substitute pronouns in the following.)
   a.) He isn't playing for........, is he? R: No, he isn't.
   b.) He doesn't play for.........., does he? R: No, he doesn't.
   c.) He didn't play for.........., did he? R: No, he didn't.
   d.) He hasn't played for......, has he? R: No, he hasn't.
   e.) He hadn't played for......., had he? R: No, he hadn't.
   f.) He isn't going to play in Australia, is he? R: No, he isn't.
   g.) He can't play in Australia, can he? R: No, he can't.
   h.) He shouldn't play for free, should he? R: No, he shouldn't.
   i.) He won't play for $100.00 a year, will he? R: No, he won't.

10.) Review the following pairs if students are experiencing difficulties with #9: did/didn't, can/can't, should/shouldn't, and will/won't.

11.) Now, ask the students all the positive tag questions mixing the pronouns and tenses. Then pair the students to do likewise.

12.) Now, ask the students all the negative tag questions mixing the pronouns and tenses. Then pair the students to do likewise.

3. Opposites: (See SSC-12, 14, 15, Appendix D-2)

a. With a soccer ball, kick or throw the following combinations in which you say, "This is short. This is long." Other combinations are hard-soft, fast-slow, high-low, inside-outside, up-down, left-right, etc. Some of the aforementioned could be better demonstrated without the ball such as, "step inside the touchline-step outside the touchline. Run fast-Run slow." Revert back to page 1 (Part I, D.) and use commands that demonstrate an opposite movement such as, "Stand up. Sit down." Others are, "Open the door. Close the door. Pull the map down. Put the map up."

4. Superlatives: (See SSC-7, 12, 13, 14)

a. While the student is running in place, state, "Run fast, faster, fastest. Throw the ball high-higher-highest. Throw the ball hard-harder-hardest (while throwing it from the touchline). Run easy-easier-easiest."

5. Count nouns vs. non-count (mass) nouns:
   a. Teach the students that count nouns can follow the indefinite article "a" or "an" or a numeral. Such nouns must be plural after "lots of".
   b. Have students recognize such soccer related nouns by giving them a choice to use a count noun or a mass noun after one of the aforementioned conditions in step "a". Thus, ask students, "Which sounds correct, 'a player' or 'a grass'?"; 'an team' or 'an athlete'? ; 'Three goals' or 'Three dirt'?"
   c. Ask students to figure out the count noun after stating, "'Lots of scores' or 'Lots of people'".
   d. Relate your count nouns to soccer such as player, ball, spectator, referee, team, position, red card, penalty, shot, kick, dribble, header, goalie, etc.
   e. Teach the students that non-count (mass) nouns are never used after "a" or "an"; They're never used with numerals and are not usually used in the plural.
   f. Repeat step "c" to find the mass nouns. Use such soccer related mass nouns as people, money, grass, dirt, chalk, weather, etc.
6. Use of "an" preceding noun that begins with a vowel:
   a. Use objects such as an orange, apple, eraser, egg, apricot and ask for each one, "What is this?" R: "That is an __________."
   b. Now touch body parts that have initial vowels such as an ear, eye, eyebrow, eyelash and ask the same question as above.
   c. Mix the initial consonant objects (that you asked for earlier drills) with initial vowel objects and ask the same question.
   d. Use initial vowel adjectives such as orange and place an orange pencil among a group of other colors of pencils and ask the same question.
7. Answering "wh" questions: (See SSC-5, 14)
   a. Pick a popular pro soccer team (or school team) and draw a diagram of the team players at their positions. Use players pictures or their numbers at their positions. (See SM p. 10, #41)
   b. Point to a team picture or team diagram and ask, "What is the name of this team?"
   c. Then ask, "Where are they from?"
   d. Point to the goalie and ask students, "Who is the goalie? Who are the other goalies on the team?"
   e. Use the roster. (See SM p. 1, #1) Ask, "Where is number ____ from?" (See SSC-2) Ask, "When was he born?" (See SSC-3) Ask, "What is his age?" (See SSC-3) Ask, "What is his weight?" Ask, "What is his height?" Ask, "What is his number?" Ask, "What is his first name?" (See SSC-1) Ask, "What is his last name?" Ask, "Why does he play ___________?"
   f. Point to another position or player and ask, "Who is this defender?" Ask, "Who are the other defenders on the team?" Continue asking the same "where-when-what-why" progression questions until all of the positions have been covered.
   g. Now have a student ask the same question progression as the teacher did.
   h. Use the same question progression in pairs.
   i. Now, the teacher should mix the five "wh" questions with the students
   j. Work in pairs.
   k. Take the students to the soccer field.
   l. Arrange a team in their positions. (Allow students to choose their positions.)

m. Ask the non-positioned group the following questions:
  1.) Who is the goalie?
  2.) Who is that defender? Who are the other defenders?
  3.) Where is ________ from?
  4.) When was he/she born?
  5.) What is his/her age?
  6.) Why does ________ play ______________?

n. On the whistle, have one student on the team pass the ball to another student then stop the play with the second whistle (have all players freeze) and ask the following:
  1.) Who passed the ball?
  2.) What position does __________ play?
  3.) Who did he/she pass the ball to?
  4.) What position does ________ play?
  5.) When did _________ pass the ball?

o. Blow the whistle to resume play and stop it again after the second player does something with the ball and ask the following:
  1.) What did _______ do with the ball?
  2.) Why did _________ do that?

p. Allow other students to ask questions in this progression.

q. Mix the questions up as students play without the whistle.

r. Now place the study group as a team and ask the same progression of questions to the former team.

8. Pattern practice drills: (These are effective with group unison.)

a. Repetition drills:
  1.) State to the students (while a student is kicking a soccer ball), "He is kicking the ball." Have the students repeat this several times. Then have a girl kick the ball and state, "She is kicking the ball." Students repeat this several times. Continue until all pronouns are used. The "I" pronoun can be last when half of the class has the balls and kicks to the other half. (Or you may state, without balls, "I am kicking my leg." In this case all the students could do this drill together.)

b. Single slot substitution:
  1.) State to the students, "He is kicking." Then pause and say, "running". Then the students repeat, "He is running."
  2.) State, "He is kicking the ball to the forward. (wing)." Then the students respond, "He is kicking the ball to the wing."
  3.) State, "Lorenzo likes to play all day. (Alan)." Student response: "Alan likes to play all day."

c. Multiple slot substitution:
  1.) State to the students, "We are winning the game. (They-losing)."
  2.) Student response: "They are losing the game."
  3.) State, "We are practicing very hard. (running very often)."
  4.) Response: "We are running very often."
  5.) State, "We are running very often. (Raul, is running)."
  6.) R: "Raul is running very often."
  7.) State, "Raul is running very often. (María-slow)"
  8.) R: "María is running very slow."

d. Contraction: (You say something shorter but the structural elements are the same.)
  1.) They believe that they are champions.
      R: They believe it.
  2.) Playing soccer is fun.
      R: It's fun.

d. Expansion:
  1.) He is playing on the field. (wet).
      R: He is playing on the wet field.
  2.) I saw him during the game. (yelling at the referee).

R: I saw him yelling at the referee during the game.

e. Transformation: (Kernel statements are affirmative active. Use a transformation to express a negative or passive voice.)

1.) I watched the championship game. Did you watch the championship game?

2.) She saw him at the game. (didn't)
R: She didn't see him at the game.

3.) I know this player. (used to)
R: I used to know this player.

4.) I know the coach. He's looking for you.
R: I know the coach who's looking for you.

f. Controlled conversation drills:

1.) Question-answer
a.) What's this? R: It's a ball.
b.) What's that? R: That is a goal net.
c.) What did you do last night? R: Well, I played soccer, and I ate dinner, and I went to the movies.
d.) What are you going to do when .... ?
R: I'm going to ....

2.) Re-statement
a.) Ask him what team he plays for. R: What team do you play for?
b.) Tell him to be quiet. R: Be quiet!
c.) Ask her when she began playing on that team. R: When did you begin playing on that team?

3.) Utterance-response
a.) Agree response: It looks like we're going to win. R: I think you're right.
b.) Agree more emphatically response: That was silly. R: It sure was!
c.) Express surprise response: I'm going home. R: Already? You didn't finish your popcorn.........
d.) Express regret response: He can't play. R: Oh, that's too bad.
e.) Disagree response: He's a good coach. R: Oh, I don't think he is.
f.) Fail to understand response: Offsides is when there is less than one defender (not including the goalie) between you and the goal when you (as an offensive player) don't have the ball. R: Ah, what'd you say?

4.) Tell about
a.) José, tell us about what happened to you yesterday?
b.) Esperanza, tell us what you had for dinner last night?
c.) Pablo, what would you do if you had a million dollars?
d.) Miguel, tell María how you felt when the referee gave you a yellow card.
e.) Class, what do I have in this box?
f.) My dollar is not in my desk. Where could it be?
g.) Lorenzo lost his tickets to the match. What should he do?
h.) What three wishes would you wish for?

IV. Oral Verb Tenses

A. Beginner skills
1. Present continuous tense
2. Present habitual tense
3. Simple past tense of regular verbs
   a. Present a chart with a list of verbs that have terminal voiced consonants followed by their past tense counterparts.
   b. Then say the inflection /d/ when the "ed" past tense is added as in turn-turned, save-saved, rub-rubbed, foul-fouled, jog-jogged, etc.
   c. Discuss the concept of "yesterday".
   d. Display a large drawing of a Bat-Man, Robin, or a giant soccer player and ask the students, "What did he do yesterday?" Students respond with the aforementioned regular past tense /d/ inflected verbs.
   e. Now introduce those past tense verbs with terminal aspirated consonants or digraphs whose past tense inflection necessitates a /t/ inflection on a similar word list containing such pairs as: kick-kicked, look-looked, walk-walked, cup-cupped, clapp-clapped, wash-washed, etc.
   f. Repeat activity 3d.
   g. Present a chart with word pairs containing verbs with terminal /t/ and /d/ consonants necessitating the inflection /id/ to produce the past tense "ed" form.
   h. Such word pairs can be pat-patted, fit-fitted, root-rooted, applaud-applauded, land-landed, head-headed, etc.
   i. Repeat the 3d activity.
   j. Now, tell the students that they are going to tell you what the character (a Bat-Man, Robin, or soccer player) did yesterday using one of the three forms of inflected regular past tense verbs that the teacher selects.
   k. For example, the teacher points to a soccer player and asks, "What did he do yesterday?" Then the teacher gives the inflection sound of either /d/, /t/, or /id/.
   l. After each inflection is controlled, the teacher allows any inflection to be said.
   m. The teacher gives the students a list of sentences to read.
   n. Dictate questions for students to answer by controlled inflection in writing.
   o. Have a live soccer player perform verb actions eliciting student responses.
   p. Have students ask questions.

B. Intermediate skills (See SSC-11)
1. Past tense of irregular verbs:
   a. Present a list of irregular verbs followed by their past tense and say each pair together. Use such verbs as run-ran, win-won, throw-threw, sit-sat, leave-left, etc.
   b. Point to the large picture or poster of the soccer player and ask, "What did he do yesterday?"
   c. A live soccer player can perform such verb actions eliciting student responses.
   d. Students read a list of sentences.
   e. Teacher dictates and students write sentences.
   f. Have students ask questions.

2. Past continuous tense (See SSC-4, 11, 15, 16)
   a. Point to either one picture (soccer player) for "was" + verb + "ing" or two pictures (two soccer players) for "were" + verb + "ing" and ask either "What was he/she doing yesterday?" or "What were they doing yesterday?"
   b. You may use a combination of Bat-Man and Robin if it is more appropriate.
   c. Use a live soccer player to perform various verbs eliciting responses.
   d. Students read a list of sentences.
   e. Teacher dictates and students write sentences.
   f. Have students ask the questions.
3. Future tense with "will": (See SSC-3, 4, 9, 10, 11, 16)
   a. Discuss the concept of "tomorrow". Discuss also "next week", "next month", "next year".
   b. Point to the picture of the soccer player and ask, "What will he do tomorrow?"
   c. Record the student responses on a cassette.
   d. Now refer to two soccer player pictures and ask, "What will they do tomorrow?"
   e. Record the responses.
   f. Write the best responses on the board.
   g. Students read the responses orally.
   h. Teacher erases the board and dictates the sentences while students write them on paper.
   i. Have students ask the questions.
4. Future tense with "go":
   a. Ask the students to name some action words (infinitives) such as to fly, to eat, to fight, to win, to sleep, etc.
   b. Now point to a super-hero (Bat-Man, Robin or the soccer player) and ask, "What is he going to do tomorrow?"
   c. Record the responses.
   d. Change the question to include next week, next month or next year.
   e. Point to two figures and ask, "What are they going to do tomorrow?"
   f. Continue the same approach as done in the previous activity.
5. Past participles
   a. Ask the students to state five regular past tense verbs.
   b. Give the past participle forms of such irregular verbs as go-gone, leave-left, throw-thrown, fight-fought, win-won, etc. on a chart.
6. Present perfect tense: (See SSC-12, 16)
   a. Review have/has from activity 26a, page 9.
   b. Point to the picture of the soccer player and ask, "What has he done today?"
   c. Write any new past participle elicited that was not on the list.
   d. Point to two soccer player pictures and ask, "What have they done today?"
   e. Have the students ask the questions using have and has.
   f. As usual, tape the session and write the best responses on the board.
   g. The students read them.
   h. Dictate them to the students for a writing activity.

i. Have two real soccer players perform and ask questions such as, "What has he done 30 seconds ago?" Or ask, "What have they done one minute ago?"

7. Modals (See SSC-3, 4, 16)

a. Make a skit with a male student and several pretty female students. The rest of the class is sitting in their seats taking an examination. Have the girls call for a male student at the doorway while the latter is busy taking his test. State to the class, "_________ *could* take his test or he *could* go and talk to the girls." Now, tell the boy to go over and talk to the girls and state, "_______ *would* take his test but he wants to talk to the girls." Now, tell ________ sternly to sit down by stating, "__________, you *should* sit down immediately and take your test." Now turn to the girls and state, "You *must* leave immediately because ________ *might* get a bad grade. When the boy returns state, "_________, you *should* be more concerned about your test. You *should have* more consideration for your classmates. You *could have* talked to those girls later. You *would have been* able to do better on your test and the class *would have* too. They *might have* made a better grade! Now you *may have* to miss the next soccer match if you don't pass the test!"

b. Repeat the same dialogue again only question students with, "What *could* he do? What *should* he do? What *could*, *would*, *should* he *have* done?"

c. Have another student repeat the same dialogue with the same students involved. Then have the rest of the class say it together.

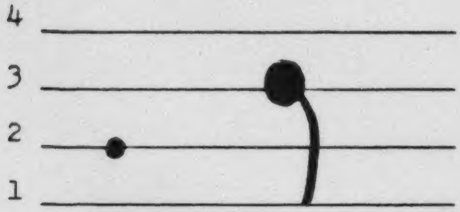
d. Next, take the students out on the field with a goalie guarding the goal. Place another defender with the goalie and have two strikers with the ball. Give the ball to one striker and tell the defender to fall leaving the other striker unmarked (not guarded). The goalie moves over and looks like he's ready to block the shot. State to the shooter, "You *could* shoot or you *could* pass to _________. Remember, that you are tied for the league scoring championship and there is one minute to play in this tied, last game of the year." State, "He *would* pass to ___________ but he wants to win the scoring championship. If he scores, he *would* become the scoring champion. He *should* pass to _________ because the defender fell down."

e. Have the goalie easily block the first shooter's shot and state, "He *should have* passed it. __________ *could have* scored. We *might have* won the game. We *could have* celebrated together.

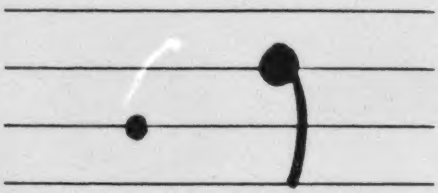
f. Again, repeat the dialogue with could-should-would questions followed with could have- would have- should have questions. Then have a student be the dialogue leader and finally have the class respond in unison.

g. Now include the contractions could've, should've, and would've.

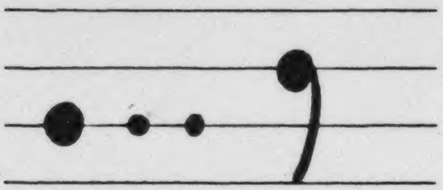
8. Intonations: The following intonation patterns are common in English and the repetition of such patterns is not only advisable to improve oral language, but also to remediate monotone reading. The most frequent intonation pattern in English is the 2-3-1 pattern. The sentence begins on pitch two, goes up to pitch three, and goes down to pitch one at the end. The following sentences are examples: (Larger dots take greater stress. Lines leading from the dots are glides.)



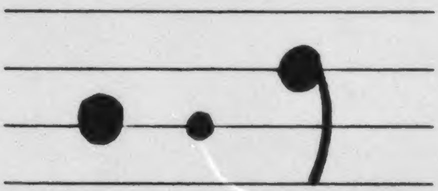
a. What's this?



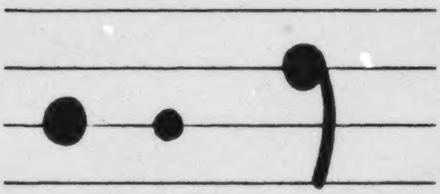
b. It's a ball.



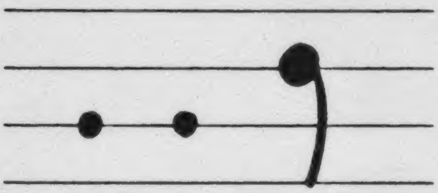
c. This a soccer ball.



d. That's a goalie.

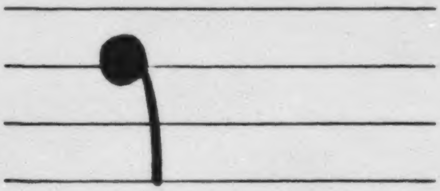


e. Where's the soccer field?

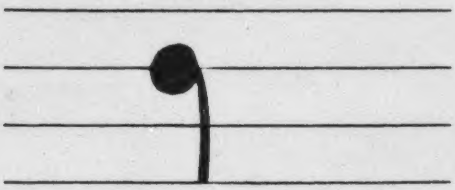


f. It's over there.

The 3-1 pattern is used in short sentences usually with the stress on the first syllable. The following are examples:

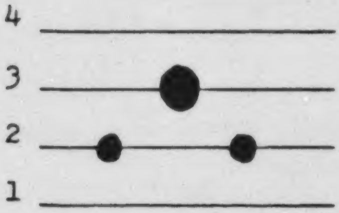


g. Throw it!

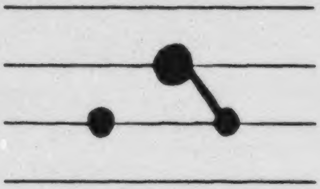


h. Thank you.

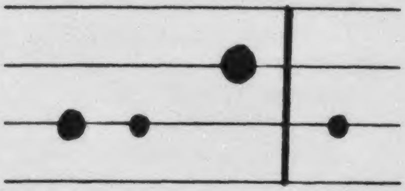
Another pattern frequently used is the 2-3-2. The following are examples:



a. Return it.

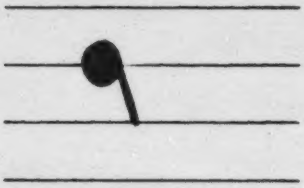


b. So-long.

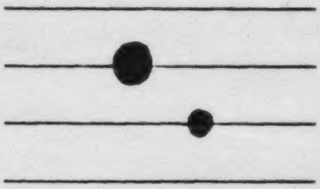


c. Pass the ball, please.

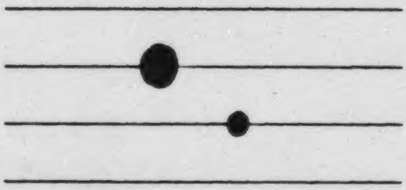
The 3-2 is a variation of the above:



d. All right.

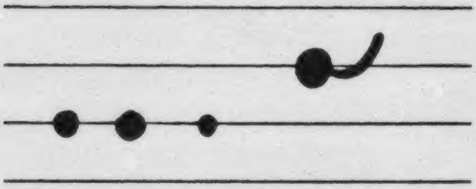


e. Let's go.

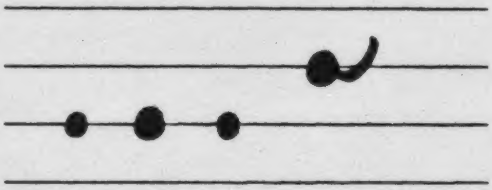


f. I'm fine.

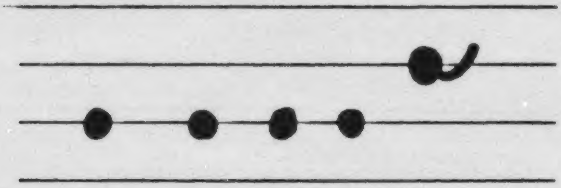
The 2-3, a rising intonation pattern, is used for a question that can be answered with "yes" or "no". The following are examples:



g. Is this the penalty area?



h. Is that the touchline?



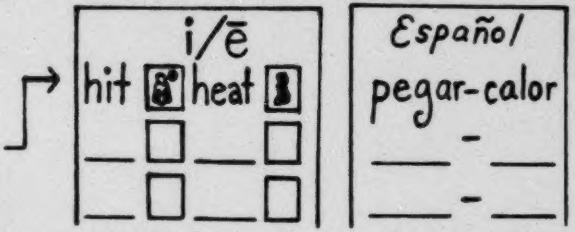
i. Would you like a soda?

PHONETIC INTERFERENCES

To be considered are the vowel and consonant interferences that occur when a dominant Spanish speaker is learning to speak English as a second language.

Explain and demonstrate the difference between the i/ē sounds and what the long line above a vowel will mean in English when they see that symbol on other charts. Have students practice reading ē and i symbols to produce the proper sound. Now dictate to the students and they write the sound that you say. When the students know the sound-symbol correlation, they should be shown the ē/i minimal pair chart.

Devise a list of five minimal pairs (related if possible to soccer) for each phonetic element that you want to remediate. Write such pairs on a large chart cutting out pictures that represent the word. On another chart at the same level, write the minimal pairs translation into Spanish. The charts may look like the following:



(picture of a goalie hitting the ball away)

Read each pair to the students on one side of the chart. Then the students read them together. Now, individual students read them. Then ask questions for comprehension such as "What do you do with your head in soccer?" R: "You hit the ball." Then ask, "When you open the oven, what do you feel?" R: "Heat." Continue asking questions for each pair. Now turn the chart over and have five more minimal pairs on the other side. However, write at the top of this side "ē/i" to give the students the other sequence so the first minimal pair might be "wean-win". Also flip the Spanish equivalency chart over to show the translation for the pairs and in the aforementioned examples would read "mamar-ganar". The following is a list of minimal pairs for ē/i interference: team-Tim, beat-bit, leap-lip, feet-fit, wean-win. If you can't find a picture to represent a word, then draw it. You may want to eventually dictate these for a spelling test. Make up sentences that students will read for further practice such as: "This is the team that Tim and these fans think will win."

The next vowel interference consideration is ā/e. Follow the procedures of introducing just the ā then e (short e vowel sound) as you did for ē/i. Give them drills and a test on just these sounds. Then make a chart and repeat the aforementioned procedures with these minimal pairs: gate-get, late-let, mate-met, waste-west, Nate-net. Then give the students exercises involving their usages in sentences.

Now consider three short vowels together and work on their sound-symbol correlation first: /a/, /u/, /o/. Then use these words displayed with a picture for each on a very large chart: hat-hut-hot, rat-rut-rot, sack-suck-sock, can-cut-cot, and lack-luck-lock.

Contrast ū/oo. Minimal pairs: stewed/stood, pull/pool, full/fool, Luke/look, and suit/soot.

Contrast ō/aw. Minimal pairs: note/not, lone/lawn, choke/chalk, toll/tall, oaf/off.

Now consider phonetic interferences with consonants. Discuss the voiceless (aspirated) vs. the voiced as in /p/, /t/, and /k/. An example of p^h (aspirated) would be found in "pot" but voiced in "spot" and "mop". Make other contrasts with t^h vs. t^d (voiced) such as "touch" vs. "stone" and "hit". Likewise, k^h in "kill" and voiced in "score" and "kick".

Contrast /b/ with /v/. Minimal pairs: bat/vat, bet/vet, boat/vote, berry/very and by/vie.

Contrast /d/, /th^d/ (voiced). Minimal pairs: den/then, Dan/than, die/thy, day/they. Medial contrast: ladder/lather. Terminal contrast: bade/bathe.

Contrast /n/, /ng/. Minimal pairs: thin/thing, win/wing, sin/sing, kin/king and sun/sung.

Contrast /s/, /z/. Minimal pairs: Sue/zoo, sip/zip, loose/lose, and hiss/his.

Contrast voiceless /th/ with /th^d/ (voiced). Minimal pairs: thigh/thy, teeth/teethe, thin/then.

Contrast /wh/, /f/. Minimal pairs: whale/fail, while/file, whine/fine.

Contrast /f/, /v/. Minimal pairs: fine/vine, fan/van, few/view, leaf/leave, and half/halve.

Contrast /ch/ with /sh/. Minimal pairs (initial position): chin/shin, chip/ship; Medial position: matching/mashing, catching/cashing; Terminal position: catch/cash, and watch/wash.

Contrast /sh/ with /j/. Minimal pairs: shin/gin, shoe/Jew, show/Joe. Terminal: bash/badge, marsh/Marge.

Contrast /j/ with /y/. Minimal pairs: Jew/you, John/yawn, jello/yellow, Jess/yes, joke/yoke and juice/use.

Drill the /r/ in initial, medial, and terminal positions. Initial: run, right, ready. Medial: hurry, very, carry. Terminal: car, her, score.

Contrast /h/ with /j/. Minimal pairs: ham/jam, hairy/Jerry, hard/jarred.

"THE SOCK-SOCMÁTICAS CONNECTION" (SSC)
(Linking "Sock" with "Socmáticas")

Introduction: This section of the ESL component "Sock" is highly recommended to be used in conjunction with the bi-lingual maintenance text "Socmáticas". Each page and activity number refer and relate immediately to that activity found in "Socmáticas".

Page 1, #1:
1. Read the numbers aloud orally.
2. Read the first names aloud.
3. Which ones are nicknames?
4. What are the nicknames in English for some of the Spanish first names?
5. Read the common English surnames.
6. Contest:
   - a. Give each student a copy of the same NASL team roster.
   - b. Divide the class into two teams.
   - c. Each team takes a turn and scores a point for each first name they read correctly from the roster.
   - d. Continue the contest by changing English nicknames to their equivalent English first names.
   - e. Continue by having the students name the English equivalents for Spanish first names.
   - f. Continue by having the students read common English surnames.
   - g. Continue by having the students translate Spanish surnames into English.

Page 2, #2:
1. Make a chart of the students in your class.
2. To develop possessive pronouns, ask a student, "What's your name? What's my name? What's his name? What's her name?" Point to an animal (a photo of a student's pet) and ask, "What's its name?" Point to any two students that have the same first name or surnames and ask, "What's their name?" Now, begin introducing one student to another by stating to the first student, "I'm Mr./Ms./Mrs./Miss _____. What's your name?" The student responds, "I'm _______. Then he/she turns to the next student and asks, "What's your name?" etc. Now work with three students in a group. The teacher models by stating the immediate first name of the student that the former is talking to: "_________, I'd like you to meet my friend _________." The first student responds and shakes hands with the second student and says, "I'm glad to meet you." The second student responds with, "I'm glad to meet you too."

Page 3, #3: Ask a student, "What's your first name? What's your middle name? What's your last name? What's your mother's maiden name?" Then have the student ask another student the same questions. (You may want to delete the last question.) Develop the dialogue, "My first name is _______. What's yours? My middle name is _______. What's yours?" etc.

Page 3, #8: Ask, "What's your nickname?"

Page 4, #10: Have students practice filling out many information forms so that they become accustomed to using their first and last names for association.

#11-17: Obtain an NASL team roster and have the students practice reading common English first, last, and nicknames of the players. Make a list of the students in class and do likewise. Translate, for fun, Spanish first or last names into English and vice-versa for English names into Spanish.

Pages 5,6: To develop the production of have/has, ask a student (confidentially), "How many friends do you have? How many friends does he/she have?" Now to distinguish between do/does, have the student ask you the same questions.

Page 5, #20: Discuss how the compound word boyfriends is formed.

#21: Do likewise for "girlfriends".

Page 7, #34: To develop production of is/isn't, ask the student (referring to the players), "Is he Chicano?" Response: "Yes, he is." Or the response can be, "No, he isn't." Also is/are production can be practiced by asking, "How many U.S. players are there on the team? How many Mexican players are there?"

Page 8, #35: A good controlled dialogue to use (using the last name of the player- you may wish to put the Mr. title before his name) is, "_______ is Mexican. He speaks Spanish. He is from Mexico."

Page 9, #36: Can the student read two, three, and four digit numbers? Are there phonetic interferences such as saying "tree" for "three" or "terd" for "third"? (See PI-2)

#37: Have students know the important parts of a soccer field by asking them, "What's this?" R: "This is a _____." Then ask (point to two corner kick areas), "What are these?" R: "These are _______." Now have the students ask the questions.

The following is another exercise:
1. Ask students to say the English alphabet.
2. Ask students to count by fives and tens.
3. Ask students to point to various numbers on a ruler, yardstick or meter stick.
4. Then ask the students to read the numbers from the measuring sticks.
5. Have students measure dimensions in the classroom and discuss them.
6. Have students draw and measure a doll house.
7. Have students draw and measure their own house or apartment.
8. Discuss student drawings including the naming of the rooms, etc.
9. Have students measure their yards at home.

#38: Stress that the plural of foot is feet. Discuss other nouns that change to the plural without the addition of an "s" inflection such as goose-geese, and man-men. Also, discuss those that don't change at all such as deer, oxen, etc.

Page 10, #40: Have the students measure the preceding activity using metrics.

#41: Discuss odd and even numbers.

To develop present habitual tense, point to a position of a player and ask, "Who plays this position? What number does he wear? How does he play? How old is he? How tall is he? How much does he weigh?" Stress: "He is ______ years old." Now have the student ask you these questions.

Page 11, #42:
1. Write numbers on the board in order and have the students read them.
2. Write numbers out of sequence and have the students read them.
3. Do the same two steps with number words.

Page 12, #43:
1. Learn the months of the year.
2. Learn how to say the years.

To develop the present habitual tense, ask, "How old is ______? Who is the oldest? Who is the youngest?" Now for the past tense, ask, "Who was born in the fall? summer? October? in 1963? first month? tenth month?" Also, have students read the month, day, and year of birthdate that each player was born.

Pages 13-20: To develop present habitual tense, ask, "What do you do on ______ (day)?" To develop the past tense, ask, "What happened on this day?"

Page 13, #47: This develops the past tense. Also, p. 14, #51.

#48:
1. Learn the Mexican presidents.
2. Learn the U.S. presidents.

Page 14, #51:
1. Discuss some famous people who have died this year.
2. Why were they famous?

#52: To develop the modals, ask, "What would you want to have someone put in your bag?" Also ask, "What would you put in someone's bag?"

Page 15, #54: This develops past tense.

#55: For modal tenses, ask, "What would you like to give/or receive for Christmas?" Or ask, "Who would you like to visit/or where would you like to travel?"

#56:
1. Have students cut out and place on colored construction paper ten "gifts" that they'd like to give to other students in the classroom.
2. Have students exchange "gifts" placing on the unpasted side of the paper the identical way of addressing an envelope and the return address of the sender.
3. Have students cut out five "gifts" that they'd like to keep for themselves.

Page 16, #57: This develops the past tense. Also page 17, #60.

Page 17, #61: For past tense, ask, "What happened on the fifth of May?"

#62: For present habitual tense, ask, "What are in parades?" This is also a good activity for listing a series of items and using commas to separate a series of items when writing. After a student tells you these items, write them down. He/she reads them, writes them, and reads them back to you. Also, develop a dialogue that uses all the tenses by asking the student, "What are you (ethnic question)?" R: "I am ______." Ask, "What are you doing right now? What do you do every day? Where were you born? Where were you going to school? What would you like to do? Where will you work when you graduate from school?" Or ask, "Where will you live when you graduate from school?"

Page 18, #64: Past tense

Page 18, #65: Develop the present habitual tense/or future tense by asking, "What do you want to give your mother for Mother's Day?"

Page 19, #67, #70: Past tense

Page 20, #72: Past tense

#73: For past tense, ask, "What happened in the U.S. on this day?"

Page 21, #75: Develop a similar dialogue as on page 12, #43.

Page 22: Develop the past tense was/were.

Page 23, #78-84: Develop the past tense was/were.

Page 25, #89: Have students read orally the attendance figure for various soccer matches or other sports contests. This figure is found in the sports page in a box score after the letter A-. Thus, A-1,981 would be the paid attendance. If a student has difficulty, dictate one or two digit numbers for the student to find on a worksheet. Then dictate the same numbers for the student to write. Next, the student reads these numbers. Finally, the student writes his/her own numbers. Proceed to 3, 4, and 5 digit numbers in this manner.

Page 28, #102: After the student has finished his/her drawing, point to the student's picture and ask, "What are you doing? Are you happy? Are you sad? How old are you? What are you going to do next? Who's winning?" etc.

Page 29, #103: Ask the student, "Where are you? How do you feel? What are you doing? What is your family doing? Where is your father? mother? sister? brother? How old is your oldest brother? Where are you going after the match?" etc.

Page 30: Have the students say fractions. Check to see if they are pronouncing initial and terminal consonant digraphs. Consult PI-1, 2 to correct any phonetic interferences.

Page 31: Do the students know their primary colors? Secondary colors? Start with the three primary water colors (red, blue, and yellow) in a separate jar. Ask, "What color is this?" (as you touch each jar). Now combine two colors by pouring one color into the jar of another to make a secondary color. For example, mix the yellow and blue and ask, "What am I doing right now?" R: "You're mixing colors." Now ask, "What color is this?" R: "This is green." Can students pronounce minimal pairs of green/grin? If they can't, consult phonetic interference, PI-1. Transfer to pictures of soccer teams and ask the students to name the color of the uniforms. Then ask the students to name the color of their own clothing. Develop have/has for naming people wearing like or distinct colors. For example, state, "________ has a blue shirt. Who else has a blue shirt?" Then ask, "What two students have red dresses?" For present continuous tense, ask,"What is _______ wearing right now?" For present habitual tense, ask "What do I wear every day?" For past tense, ask, "What did I wear yesterday?" For past continuous tense, ask, "What was I wearing last Monday?" For conditional tense, ask, "What should I have worn last Friday?" For modal, ask, "What would I have worn last Friday if we had played soccer?" For future tense, ask "What will I wear tommorrow?"

Page 32, #110: Can students read and pronounce four and five digit numbers? Can they say "thousands" properly? Can they understand fractions? Give students a list of fractions and they must circle the fraction that you dictate. Next, they read their fractions circled. Now have the students write their own fractions. Then they read their fractions to someone.

Page 33, #111: Can students give the time from a clock or watch?

Practice answering and forming "wh" word questions by asking the student, "Who scored a goal? What team does he play for? Who gave him the assist? What time was the goal made?" Now, have the student ask the same questions.

#112-114 and Page 34: A dialogue can be developed to produce the present habitual tense response. Then have the student ask these questions.

Page 34, #115: Have the students draw "family trees".

Page 35: Continue the dialogue producing the conditional tense response.

#121 in conjunction with Page 59, #184: Fill in maps of countries in the Western Hemisphere. Discuss directional words east-west, north-south, southeast, etc. Supply students with maps of the world depending upon the country that they select. If students have difficulty with directions, obtain maps of the school and begin directional activities from the classroom. Label such rooms with the titles and names of the teachers such as Mr., Mrs., Ms. and Miss plus the name. Discuss the Ms. concept in our society. Discuss the personnel in the office and their titles such as principal, vice-principal, secretary, etc. Take a photograph of each one of these personnel and form a class map. Have students progress to maps of the school vicinity locating important buildings or places on the map and asking the students how they get to them either from their home or from school. Also ask the students the route that they take to school and return home on. Familiarize the students with the community agencies in the school's vicinity by asking representatives to visit the class as resource people. Also obtain literature and movies from such services and even take a field trip to develop more insight and also practice the street directions. Have students give directions to the important locations in the community and use such drills as pronouncing the street names in the area. Teach "request for repetition formulas" such as "I beg you pardon. Could you repeat that more slowly? Huh?" Introduce other locatives such as around the corner, next door to, between ________and_________, etc. Make sure that students know the difference between right and left. From the community, continue directional and location mapwork using the indexes and keys of city, county, state and finally U.S. road maps. Some suggestions for city maps would be to know the main streets, schools, buildings, plus the abbreviations Rd., Ave., Ct., St., Ln., Expwy., etc. For county maps, find the courthouse, attractive parks, interest areas and know the abbreviations Hwy. and Frwy. For state maps, find the capital, major cities, and industrial and resort areas. Take a trip to visit a relative. Find the professional soccer teams in your state. For U.S. maps, know the states and their capitals. Use the key to locate various interest points. Find the cities and states having professional soccer teams. Take a trip to visit a relative or watch a soccer match.

Page 36, #126: Practice rounding off two and three digit numbers orally. Does the student know how many seconds make a minute? minutes in an hour? hours in a day? days in a week? weeks in a month? months in a year? days in a month? days in a year? etc. Now, does the student know how many seconds in one-half of a minute? minutes in one-fourth (quarter) of an hour, etc? Practice the sequence of dictating time while students circle the correct way the time appears and is written on answer sheets. Then students read their answers. Next, students draw their own clocks and write their own time. Finally, students read their answers to someone. Have students write their class schedules and discuss them. Use other schedules such as bus, train, airplane, TV, radio, and soccer schedules. Read and discuss them.

#129 and Page 37: Develop a past tense dialogue.

Page 37, #130: Can students differentiate between A.M. and P.M? Do they know the time zones? What time is it in the country that they used to live in? Use a soccer schedule and ask the students what time will the time be here when matches are scheduled elsewhere in the U.S. Then ask them what time will it be there when a team plays on the west coast at ______ o'clock. Can students write dictated time with the word o'clock such as 3 o'clock? Have students circle on their worksheets A.M. or P.M. to a time that you dictate using the terminology of morning, noon, evening, and midnight. Then have them circle correct answers on a worksheet when, for example, you dictate "five in the morning", they would circle 5:00 A.M. Next, have the students write the same from dictation. Now the students read their times orally. Finally, they write their own times and read them to the teacher. Have students write down the time they went to bed and the time that they awakened. Then have them figure out the hours and minutes that they slept.

#131: To illustrate the concept, "between", look at a soccer team picture and state, "________ is standing between _________ and _________." Then illustrate from the class seating arrangement the same concept.

Page 38: Develop a present habitual tense dialogue.

Page 39: Develop a past tense dialogue.

Page 40: Do the students read and understand percentage, decimals, and fractions? To explain percent, use real money especially since there are 100 pennies in a dollar and cents are written as a decimal. You may also use the centimeters on a meter stick to teach percent. Develop a past tense dialogue.

Page 41, #137-139: Develop a past tense dialogue.

#139-142: Develop a present habitual tense dialogue.

Page 42: Develop a present habitual tense dialogue. Also teach students how to use a comma when they are writing a series of names or items. Stress capitalization of all names.

Page 43: Develop a present habitual tense dialogue.

Page 44, 45: Develop both past tense or present habitual tenses.

Page 46: Develop a present habitual tense dialogue.

#155: To develop a conditional dialogue, ask the student, "What would happen if ________________?"

Page 47: Repeat instruction from Page 46.

Page 48: Repeat instruction from Page 46.

Page 49: Develop a conditional tense dialogue.

Page 50: Discuss with a student individually and as a group providing a student wants to join a discussion. Develop various tenses from the students' responses that have been indicated. Don't forget to include your own results; in fact, ask for a student to try to remember the questions to ask you for each of the six questions asked.

Page 51, #162: Have the students read their lists. Can they remember the names of any of the players?

Page 52: Develop a past tense dialogue.

Page 53: Develop a present habitual tense dialogue.

Page 54, #169: Develop a present habitual tense dialogue.

#170: Discuss the story before writing it. The teacher may have to then write it down. Type it. Then have the student read it. Next, the student rewrites it. Finally, the student re-tells it.

Page 55: Develop a present habitual tense dialogue.

Page 56: Develop a present habitual tense dialogue controlling first for verbs with voiced /z/ inflections by asking, "How much does ______ weigh? What country does _______ come from? Where does ____ live?" Then control for the terminal /s/ inflection by asking, "What language does ________ speak? What foot does ________ kick mostly with?" Now for /iz/ inflection verbs, ask, "Who watches the game from the sidelines? Who catches the goal shots?"

#177: Bring a weight scale in and give students a chart to fill out student weights in the classroom. Issue another chart to enable the students to order the students from the lightest to the heaviest. Discuss the results. Be sure to do this when school opens and before it closes at the end of the year. Discuss any differences.

Page 57: Develop a present habitual tense dialogue.

#181: Use directional (prepositional) place words such as "Put your finger/pencil on _____________ (or the left wing, right wing). Put your pencil in front of the center forward. Put your pencil behind the center forward. Touch the left defender. Put your pencil in the goal. Put your pencil outside of the goal." Now have students give the directions. Then have the students read the directions. Finally, the students write the directions. Also, this exercise can be done in conjunction with the book and pencil activity found in Appendix O.

Page 58: Develop a present habitual tense dialogue.

Page 59, #184: Develop a present habitual tense dialogue.

#186: Develop a present habitual tense dialogue. Have students learn to say the cities of the NASL teams and the states that they are from. Also, they should know whether the city is a capital or not. They should learn to say the southwestern states and their capitals; the midwestern, northeastern and the southeastern states and their capitals. (If you are familiar with the migrating pattern of some of the student's families, have such students focus first on the area that they annually migrate to. Develop dialogues from their observations and differences from life where they are presently at.)

Page 60: Include in a student's sight vocabulary all of the nouns relating to soccer such as soccer, ball, positions of the players, uniform, shirt, shorts, socks, shoes, gloves, goal, posts, net, corner kick, foul, penalty, referee, off-sides, grass, chalk, throw-in, fans (spectators), cheerleaders, cheers, vendors, popcorn, sodas, scoreboard, stadium, numbers, etc. Some verbs to include are running, jogging, jumping, and heading. Have each student keep each word on an individual 3x5 unlined index card and file it in his/her "clubhouse", the file box that holds the cards. Dictate such words for students to identify on paper by circling them. Have students play "Shoot-Out". The teacher calls out a word and the first student to find the word, hold it up and read it earns a point. Keep a notebook for each student. The book should contain difficult words. Have each student read them to you on Wednesday and Friday. Give the student a check next to the word if he/she reads it correctly. When a student gets ten checks next to the word, he/she can take the word out of the book. On Friday, students are given a list of words that they didn't read correctly (or didn't give the definition of the word correctly or use the word correctly in a sentence) and they take the list of words home for reviewing. They also have their parents sign it before they return it on Monday. Of the students who had lists to take home, only those who brought them back and signed can enter the "Soccer Pool" contest or "Quiniela" for the current week. Encourage the students to write short essays using these vocabulary sight words from their "clubhouse".

#188: Find out how familiar the students are with money by having them make change for items that cost less than a dollar. Have students learn the names of the historical figures printed on U.S. currency and coins. Assign reports on them. On a certain day, have the students order their combined coin dates chronologically. Start a coin or stamp collection activity.

Page 61: Use a dialogue to produce the present habitual tense.

#189: Have students collect labels from cans. Read and discuss them. Collect empty cans and cartons for a class "store". Distribute each student a check and receipt book and have the students periodically shop for items. Discuss the students' purchases. Visit a supermarket and make a list of the key classification words written on signs to help consumers find their products quicker. Discuss these words and add them to the students' vocabulary. Discuss food groups and proper dieting. Prepare menus. (See SM, pgs. 68-70). Use newspapers to write a week's supply of groceries. Collect tickets from different events (or just a bus fare) and discuss them. Read bus schedules and routes on maps. Make a list of soda producers and what supermarkets carry which ones. Make an individual list of each student's favorite soda and present it on a class chart. Visit a bottling company. Collect beer commercials from magazines. Read, discuss, and compare them. List the adjectives used to describe each brand. Have students use these same adjectives to write their own stories. Study and distribute charts showing the effect of alcohol and brake reaction when one is driving a car under the influence of alcohol. Invite a highway patrol officer to show movies on driver safety. Also, the teacher can collect unpleasant pictures of traffic accidents taken from state highway patrol magazines for reminding students to practice caution when they are driving. Check the nutritional value of "snack items". Visit a supermarket or collect labels or magazine advertisements of various hot dog manufacturers. Compare and discuss the ads. Select the brand and the supermarket that offers the best buy. Visit a meat packing plant. Invite a butcher as a resource person to discuss his job. Look for sporting goods stores in the yellow pages of the telephone directory. Have a student ask a salesman, by phone, the brands of soccer balls that they carry and their prices. Determine which store and what brand are the best buys. Familiarize the students with Consumer Magazine whenever it is possible. Look in the yellow pages of the directory and list different laundro-mats and their addresses. Discuss the operation and expense of laundry. Discuss renting a home. What other items can be rented? Discuss making a family budget. Invite the school cook, student bank director, physical education teacher, soccer coach, or principal to discuss his/her budget. Discuss your instructional budget. Discuss budgeting the student's allowance/or savings. Visit the local bank and have students open savings accounts. Go to a copy shop and collect unwanted copies (or extra copies) of business/or other informative announcements. Discuss them. Have the students discuss and write their own announcements. Use the yellow pages of the directory and have the students discuss, by phone, the amount of money it will cost. Select the best shop to do it and the announcements that you think are well done. Make some copies to distribute to the students. Visit a copy, printing shop, or a publisher. Present the students with monthly consumers' home electric bills. Make copies of them and discuss them. Assign reports on electricity. Invite a meter reader to discuss his/her position. Discuss the conservation of energy at home. Visit an electric company. Visit a hydroelectric dam and its generators. Discuss promotions beginning with the "garage sales" concept/or a "flea market". Discuss how stores use promotions such as "White Sale Days", etc. Invite a faculty member or participating students to discuss promotional days at school such as "Slave-Days", Sadie Hawkins Day, or other dances and charities that become fund raisers. Invite a professional soccer team's PR (Public Relations) Director to discuss promotional events and their benefits. Assign each student to promote an activity or advertise an item that he/she must try to convince class members to try or accept them. Use the media of magazines and newspapers to give students a beginning. Make a cardboard "TV" screen so students can captivate their audiences speaking inside it.

Page 63, #193: Discuss the historical significance of individuals shown on Mexican currency and coins. Discuss also the history and legend behind the symbols of U.S. and Mexican flags (and other Spanish speaking countries where students may have come from).

To produce the future tense, ask "How many pesos will two dollars make?" etc.

Page 64, #199 and Page 65: Develop a conditional tense dialogue.

Page 66: Develop a present habitual tense dialogue.

Page 67: Develop a conditional tense dialogue.

Page 68, #209: Collect menus from restaurants and practice utilizing them. Familiarize the students with the listening, reading, and writing sequence of activities. Have students do ordering and the paying of the bill by themselves and with others. Again, practice giving the correct change. Develop a present habitual tense dialogue.

#210: Have the students keep a booklet with pictures of food they have found in magazines. Have them label each item of food under the picture. Practice saying the names of food items and how to say cereal as a "bowl of cereal", a "cup of coffee", a "glass of milk", etc. Develop a do, don't, doesn't dialogue by asking, "Do you like _______? Does she like_______?" Have the students learn all the appliances and kitchenware used in the kitchen. Keep a collection of such pictures cut from a magazine; in fact, use booklets labeled "My House" and have students find items for each room listed. Discuss and compare items in each room of booklets that the students have made. While the students are pasting, cutting, and looking for items, move around the room and develop the present continuous tense by asking, "What's _____ doing right now?" Elicit the past tense by asking, "What did _____ paste in this page?" Produce the conditional and future tenses by asking, "What should/will ______ paste here?" (And point to the page and its label of the room) Finally, bring in a doll house with complete furniture and have students take turns setting it up and developing dialogue from it. Visit some of the students' homes as a class. Tour houses that are open to the public.

Page 69, #213: Display recipe books and have students find items that you read from a recipe. Next, have students read items. Finally have students write items. Develop dialogues (present habitual tense). To produce the conditional, ask, "What should you do next?" To develop ordinal number awareness, ask, "What's the third thing you do?" Have students visit the homemaking class and prepare food from a given or from their own recipes. Develop various tenses in the dialogue while the activity is taking place. Allow the reliable students to assist the homemaking teacher by sharing with the latter ethnic food recipes and preparations or by providing translating assistance for monolingual (Spanish) speaking students.

#214: Have students read ads for various restaurants in the yellow pages of the phone book. After they discuss their selections, have them phone the restaurant to ask questions like, "What is your special tonight? Are reservations necessary? Do you have a seafood cuisine? How much is your _______?"

Page 70, #218: Have a student describe how he/she prepares a certain dish. Have them start by listing the various items that they need. Then, they describe how they put them together. Make a review by having the presenter ask the students the names of the items, the sequence in which he/she did the preparation, and ask another student to repeat the whole process. Type the presentation and have the students read it. Then have them fill in the blanks for a quiz. Finally, have students write how the dish was prepared.

Page 71, #221: Have students intermingle for discussion. Find people in the community who can demonstrate making plates of food from various countries. Subsequent this with a cultural "fiesta night". Try to invite as many mono-lingual (English), mono-cultural parents as possible (enen though they will probably be in the minority at attendance) so that they can present the next festival, "U.S. night", when such parents share their recipes and customs with the parents of dominant Spanish speaking students.

Page 72, #222: From a circle drill, the teacher (in the middle) starts the activity by kicking (passing) the ball to a student on the circle and says, "Pass the ball to _________." Continue to give passing directions to develop listening comprehension. Later, to develop the present continuous tense, roll the ball (teacher plays the position of the goalie) thirty-forty yards down the field and ask the class, "What is the ball doing right now?" R: "It is rolling." The goalie can then bounce the ball to develop the verb "bouncing" or other verbs like "sailing" (from a throw or long kick). "Heading" can be developed by having a student (or teacher) stand and do a series of headings with the ball. The verb "trapping" can be developed in a circle drill. "Tackling" can be developed in a line drill, etc. The regular past tense can be developed phonetically and systematically by asking the students after one of these performances, "What did I do?" R: "You rolled the ball." To further isolate the voiced consonant "ed" inflection, advance the ball with short touches of the feet to produce a "dribble" and stop after a while and ask, "What did I do?" R: "You dribbled the ball." To produce the final aspirated "ed" inflection, you kick the ball and ask, "What did I do?" R: "You kicked the ball." Follow this with a trap or a missed goal shot and develop the response of either "trapped" or "missed". Finally, develop the "id" regular past tense inflection of "ed" by heading the ball and then ask, "What did I do?" R: "You headed the ball." Other /id/ inflections can be produced from the goalie batting a penalty shot away with both hands locked in a fist and then ask, "What did he do?" R: "He batted the ball away." Pat someone on the shoulder and ask, "What did I do?" R: "You patted him/her on the shoulder." Proceed with past tense irregular verbs and develop throw-threw, run-ran, catch-caught, etc. To develop the past continuous tense ask, "What was I doing?" Develop the present and past perfect tenses by asking,"What have I done?" and "What had I done?" To develop conditional tenses, set up an offense with a defender and a goalie opposing it. Have the offense move the ball toward the goal. The teacher (as center forward) has the ball and can pass it to two other wings (one on the left and one on the right side) as he/she advances the ball. One wing is obviously closer to the goal than the other one. Ask the students, "What should I do?" After they respond ask, "What could I do?" Then pass the ball to one of the wings and have the defender clear the ball away (kick it out of bounds) and ask, "What should I have done?" Follow the students advice then ask, "What could I have done?" Finally, develop the future tense by reviewing the rules of the game with the students and then give them a certain situation. For example, state "If I commit a foul in the penalty area, what will the referee call?" R: "He will call a penalty kick." For another example, ask, "What will the referee call if the defender kicks the ball over the end line?" R: "The referee will call a corner kick."

Page 72, #223: Develop the concepts (superlatives) light-lighter-lightest. Use a gram scale and weigh a chalkboard eraser. Ask the student, "Which is lighter, the ball or the eraser?" R: "The eraser is lighter." Then, weigh a piece of paper and ask, "Which is lighter, the piece of paper or the eraser?" Now state, "Tell me the object that is the lightest." R: "The piece of paper is the lightest." (Place the paper in the chalkboard tray and place under it on a 5x8 inch card the word "lightest". Now ask the students, "Which one is very light?" R: "The eraser is very light." Place it on the chalkboard tray and put a card under it (or taped to the tray so that it hangs down visibly as "very light". Then ask, "Which one is light?" R: "The soccer ball is light." Place the ball on a table and tape a card to it so that it hangs down with the word "light" attached to it. Then ask the students, "What are some other light things?" When students respond to you in complete sentences, ask, "What is lighter?" Then ask, "What is the lightest?"

#224: Develop the concepts heavy-heavier-heaviest. Before each student is weighed on your bathroom scale, ask them randomly how much they weigh. Be sensitive about asking the person who may embarass easily! Determine three distinct sizes (small, medium, large) by observing the students and have the small and medium built students stand up and ask, "Who is heavier?" R: "________ is heavier." Now, have the large student compare with the medium and ask, "Who is the heaviest?" R: "________ is the heaviest." Review by asking who is heavier and who is the heaviest. Weigh the two students to check the accuracy of how much they said they weighed to how much they actually weigh. Now the teacher (if he/she is the largest person in class or select a photo of an administrator) enters the comparison to develop the concept of heavy by being compared with the heavier and now ask the students to tell you the name of heavy object in class. Label it "heavy" by attaching a card to it with the word "heavy". Do the same with a heavier and the heaviest words. Also discuss with the students that "heavy" also has a colloquial connotation of being something very difficult to comprehend. Give examples to the students of other colloquialisms. Have them tell you other kinds of colloquialisms in English or Spanish. Develop a chart for the smaller students left over and list student names under a light-lighter-lightest classification. From the lists, practice using subject pronouns and the is/are transitive verbs. Point to a name on the list and state, "________ is light. So is _______. What can we say about ______ and _______?" R: "They are light." Do the same with the heavy lists. Now have a student read the "heavy" list. Then ask, "What list is the opposite of the heavy list?" R: "The light list is." Do the same to compare the heaviest with the lightest lists. Then ask, "What are some other opposites that you know?" You may also want to develop the concepts of small, medium-sized, and large. Also discuss the numerical sizes used at clothing stores to sell their merchandise. Do the students know their shirt, waist, length of pants, shoes and head sizes? Develop have/has (present perfect tense) with clothing by asking, "What size does _______ have?" R: "________ has size ______."
Produce the third person verb inflection /z/.

#226: Develop the opposites long-short, wide-narrow. Discuss with the students their favorite tennis shoe brand. Ask them if they like their "tennies" or not.

#228: Discuss the superlatives longest-shortest and widest-narrowest. Also discuss large-larger and small-smaller.

Page 73, #234: Ask the students, "What are some things in class that have circle shapes?" Discuss the degrees of a circle. Measure angles (of furniture) with a protractor and have students discuss their answers. On the chalkboard, draw a soccer field and a ball. State, "If I take a shot with the ball from here (point A), what is the angle of my shot to the goal?" (Draw a dotted line to represent the angle that describes the ball's flight.)

#235: To develop the concept of around, middle, inside vs. outside, form a circle drill with the teacher in the middle and the students on the outside. Practice various drills such as foot trapping, chest trapping, and heading. State that the students are around the teacher. Also state that they are on the outside of the circle and the teacher is on the inside. Have students take turns being in the middle of the circle and ask, "Where is ______?" R: "He's in the middle", or "He's on the inside." Ask, "Where are we?" R: "We're on the outside." Ask, "Who's on the inside? Who's on the outside? Who's standing around _____? Who's on my left side? Who's on my right side? Who's to the south of me? Who's to the north of me? Who's opposite of me? Who's opposite of _____? Who's northeast of me?"

#236: Discuss "thick" and "thin" concepts by comparing belts worn by the students. Also discuss the material they're made from. Make sure the students know the names of the parts of their bodies. Start by saying, "Touch your hair. Touch your forehead. Touch your eyes." (Work from top to bottom.) Then have the student ask you the questions. Next, introduce the body parts on 3x5 cards as you do these exercises. Also include a picture of a person with the parts named. Finally have the student label a person writing these parts.

#238: While in a circle drill formation, ask the students to have one-half of the circle standing and the other half to sit down. (You may determine also who your less ambitious, less aggressive students are by observing the ones who sat down!) State, "Now from the one-half circle, I want to see one-half of the students standing. This becomes what part of fraction of the original circle?" R: "One-fourth." Make sure students can say their ordinal numbers! If not, line them up at the door and as they pass, state, "________ is the first. ______ is the second. ______ is ________. ________ is __________." etc. Then use a large photo of a professional soccer team and begin from left to right saying, "He is first." (Point to the next player and the students say "second". etc. Also a wall chart showing the planets or a calendar assists in developing oral ordinal number competency.)

Page 74: Practice having students state, "He/She is _____ feet and inches tall." Discuss the superlatives tall-taller-tallest and short-shorter-shortest. Also use the phrase "taller than" and "shorter than".

#239: Develop as in previous exercises the concepts short, shorter, shortest and tall, taller, and tallest.

Page 75, #240-245: Develop the present habitual tense. Also stress the use of the "is" form of the infinitive "to be".

#246: Develop the use of the "I am/I'm" subject pronoun contraction. Also develop the other subject pronoun contractions by comparing heights.

Page 75, #246: Practice using the transitive verb of "to be" to describe one's height by asking, "How tall are you?" R: "I am ___ feet and ___ inches tall." Then ask, "How tall is _______?" R: "She is ___ feet and ___ inches tall." etc.

#248-249: Stress the "are" form of the verb "to be".

Page 76, #250: Have students become familiar with each others' heights by asking, "How tall are you? How tall is he/she?"

#252: Repeat the exercise of #246.

Page 77, #253: Discuss the results of the chart by emphasizing the aforementioned superlatives.
Practice having the students say the heights also in meters and fractions of meters. Check their ability to read and pronounce one and two digit decimals. Develop the usage of the is/are forms of the verb "to be" by asking, "How many male students are ___ centimeters tall? (If only one student fits the category, the student talking must answer with the "is" form of the transitive verb, "to be".) To develop the superlative "tallest", have the students look at the same point on the chart that you have already asked the first question from. Now ask, "How many female students are ___ centimeters tall?" Then ask, "Which sex is the tallest at ___ centimeters, girls or boys?" To develop the superlative "taller", look at the total chart and have the students decide which sex is taller. From this exercise, the concept of female and male can be added to the students' vocabulary.

Page 78, #255: Ask the student, "Where are you from?" R: "I am from _____." Then the student has to ask another student, "Where are you from?" The process continues until all students have participated. Have the students answer other "Wh" questions in similar manner by asking one, "Who are you? What do you do? When did you come to this country? Why did you leave the country that you came from? (This could be a sensitive question for some.)
Discuss the "charro" hat on page 78. Discuss the word "rodeo" and how the interaction with Mexico has influenced our culture and language such as the Spanish or Spanish-English mixture of words spoken at a U.S. rodeo like the following: "rodeo", "cowboy", a direct translation from "vaquero", "lasso", etc. Discuss the Spanish words that have been changed by English into new words that could be classified as Spanglish or English used now at U.S. rodeos (for one example) such as "lariat" from "la reata", "chaps" from "chaparral", "Dolly Welter" from "dale vuelta". The latter means to twist a rope about the horn of the saddle when the cowboy is lassoing a steer from a horse. Also, "cowboy savy" is a corruption of the Spanish word "saber"-to know. This cultural-linguistic exchange continues to take place. Contemporary borrowings include phrases such as "viva la raza", "huelga", and names like "Chicano", "Latino", "Boricua" and terms like "machismo". Discuss other current "pochismos" that your students may be using. They may be unaware of the fact that some words are adoptions of Spanish words into English such as: mesa, tamales, jaguar, ramada, cockroach, armada, tobacco, condor, canoe, vigilante, filibuster, and stampede.

Page 79, #260: Develop the opposite concepts of "up" and "down" by discussing the flow of lava in class. Also "hot", "cool", and "cold" can relate to the lava and can be demonstrated by freezing or heating liquids. Develop concepts of "solid", "liquid", and "gas" by bringing

in the materials of ice cubes, a beaker, and a hot plate. Point to the ice cubes and say, "This is a solid. What is it?" R: "It's a solid." Discuss that anything that you can hold in your hands is a solid. So ask, "Can you pick it up?" R: "Yes, you can." If students can't answer, pass the cubes around. Ask, "What other things are solids?" Students give various responses including those things they can pick up. Ask the students why are they solids. Now discuss water. State, "This is water. It is a liquid. What is it?" R: "It's a liquid." Ask, "Can I pick it up?" R: "No, you can't." Ask, "Can I pour the water?" (Demonstrate) R: "Yes, you can." State, "I am pouring the water. What am I doing?" R: "You're pouring the water." Ask, "What other things are liquids?" Students respond. Then ask, "Why are they liquids?" R: "You can pour them. You can't pick them up." Now heat the beaker of water and when the steam is visible state, "This is gas. Can I pick it up?" R: "No, you can't." Ask, "Can I pour it?" R: "No, you can't." Ask, "What other things can't you pour or pick up?" R: "Air, natural gas, etc." The next lesson can be that these states of matter can change. State, "Look at this piece of ice. What is it doing?" R: "It is melting." State: "Exactly. It is changing from a ___ to a ___." R: "It is changing from a solid to a liquid." Ask, "What other solids can change into liquids?" Now, heat the beaker of water and put a hand mirror over the beaker to make the rising water vapor visible. Ask, "What is changing?" R: "The water is changing to a gas (vapor or steam)." Ask, "Where is the steam going?" R: "It's going up." Ask, "What is the opposite of up?" Ask, "What other things change from a liquid to gas?" To develop the concept of "heat" ask, "Can you change a liquid to a solid?" R: "Yes, you can." Ask, "What must you take away to change water into ice?" R: "You must take away the heat." Ask, "What other liquids can change into solids?" Ask, "What are we doing to make this change?" R: "We are freezing the liquid." Ask, "Can vapor or gas be changed to a liquid?" R: "Yes, it can." State that liquid oxygen can be changed. Discuss its use.
Ask, "Can a solid change directly to a gas?" Demonstrate with dry (carbon dioxide) ice. For another lesson, you can develop that matter has weight. The students can weigh various solids and liquids on the gram scale and find out the weight loss in matter changes and use superlatives in their discussions. When it comes to gas, ask, "Does air have weight?" R: "Yes, it does." Or, "No, it doesn't." Ask, "How would you prove it?" Take a thin piece of balsa wood (stick) and clip with a paper clip an empty balloon at each end of the stick so that they balance. Now, blow up one of the balloons and clip it at the end of the stick and ask, "What happened?" R: "The balloon went down." Ask, "What does this prove?" R: "Air has weight." Ask, "What is lighter than air?" Fill a balloon up with helium gas and let the balloon go up to the ceiling. Ask, "What is the balloon doing?" R: "It is going up."

Page 79, #261: Have students translate into English (if they can) well known stories that they have learned. Be careful to listen for mistakes in the tenses, terminal inflections in the third person verb, phonetic interferences, etc. Tape Mexican songs, ballads and "corridos" of famous people in Mexico and translate them or have the students translate them into English. Watch for the aforementioned common errors among others that will occur. Also, it would be a good opportunity to ask some of the parents to tell the "corridas" that they may have memorized. (See Appendix T)

#262: To develop the past continuous tense, discuss the past eruption of Mt. St. Helen's in Washington during May of 1980.

SSC-15

Page 80, #265: Tape popular records or music that include grammatical elements and words that you are working on. Have the students listen to it, read it, write it and say it. Discuss the song's meaning, unusual phrases, etc.
Read common poems and cheers from your school to the students. Next, let them read them. Then, have them repeat them from memory. Finally, they write the cheers or poems. (See Appendix D-2)

#266: Ask the faculty director of the cheerleaders, the cheerleader captain or a cheerleader to give you a list of all the school's cheers or write them yourself when you are a spectator at a sporting event. Follow the same learning progression as given in #265.

#269: Develop a picture file from magazine discards and have ESL students write a story in their dominant language from a picture. Translate the story into English and follow the same learning progression as in #265 and #266. Have each student keep a 3x5 index box and file on a separate 3x5 card an individual word that is new to his/her vocabulary that came from his/her written story.

Page 82, #271: Develop the future tense "will" by having the students forecast who will win this week's games. Later, discuss the results with past tense verbs. Discuss who won the most, the least; how many did you beat me by, upsets, etc. Also, ask, "Who won between ___ and ___ ?" R: "___ won, 3 to 1." Then have the students ask the same questions to the teacher.

Page 83: Develop various forms of verb tenses while the student is drawing the player and after he/she has completed him/her. For example, ask, "What are you drawing right now?" Then ask, "Who does he play for? What does he play? What's he doing right now? What does he do every game? Where did he kick the ball? Who was he passing to? What has he done? What should he have done? What will he do next?" Then, have the student ask the questions.

Page 84: Develop the present perfect tense by asking the student, "How many activities have you done? How many has ____ done?"

SKILL INDEX

abbreviations (on maps)- SSC-5
addresses- p. 2, 6(18, 19)
adjective/noun word order- p. 2(6)
adjectives- p. 11(28), SSC-9, 12-15, Appendix 0-2
advertising- SSC-9
alcohol, effects on driving- SSC-9
an + noun- p. 15(6)
angles- SSC-13
asking questions (transformations)- SSC-5, 14, 16
aspirated (voiceless) consonants- p. 8(24), 12(29), 18(3), PI-2
auditory sequency- p. 12(29)
banking- SSC-9
birthdates- p. 7(21, 22)
body parts- p. 1, SSC-13
box scores (from newspapers)- p. 6(20), SSC-4
budgeting- SSC-9
bus fare- SSC-8
bus schedules- SSC-8
calendar- SSC-13
can/can't- p. 14(2)
capitalization- SSC-6
careers- p. 6(18), SSC-9
centimeters- SSC- 6, 14
chain drills- p. 2(1), 9(26), 15(7), SSC-1, 14, 16
charts- SSC-7, 8, 9, 11, 14, PI-1
cheers- SSC-16
Christmas activities- SSC-3
cities, states, capitals- SSC-8
city maps- SSC-8
classroom "store"- SSC-8
clothing- p. 3(10), SSC-12
clothing collection- p. 3(10)
clothing sizes- SSC-12

coin collection- SSC-8
colloquialisms- SSC-12
"clubhouse" words- SSC-8
colors- p. 2(6, 8), SSC-4
comma, in a series- SSC-6
commands- p. 1
community agencies- SSC-5
conditional tense- SSC-4, 5, 7, 9-11, 16
consonant digraph /sh/- p. 3(11), 10, 12(29)
consonant digraphs- SSC-4
consonant interferences- PI-1, 2, SSC-15
consonants, medial- PI-2
consumer problems- p. 5(17), 6(18), SSC-8, 9, 10, 12
contests- SSC-8, 16
contraction drills- p. 16(8)
contractions- p. 20(7), SSC-2, 15
controlled conversation drills- p. 17(8)
controlling for grammatical elements- Appendix T
cooking- SSC-10
"corridos"- SSC-15
could- p. 20(7)
count nouns/non-count nouns- p. 15(5)
county maps- SSC-5
credit concept- p. 6(18)
cultural differences- SSC-11
cultural elements- SSC-11, 14, 15, 16
cultural events- SSC-11, 15
cultural foods- SSC-11
cultural items- SSC-14
cultural-linguistic exchange- SSC-14
days of the week- p. 6(21)
decimals- SSC-6, 14
definite article- p. 8(23), p. 11(28)
degrees- SSC-13
demonstratives- p. 2(5, 8)
developing dialogue from a drawing- SSC-16, Appendix O
dialogues- p. 3(14), SSC-9, 10
dictation drills- p. 10, 18(Bl.), 19(3, 4, 5, 6), SSC-6, PI-1
didn't- p. 14(2)

dictating/story writing- p. 8(23), SSC-7, 16
diet chart- See Appendix E and F
diets- p. 5(17), SSC-8
directions- SSC-5, 8, 11
do/does/don't/doesn't- p. 13(1), SSC-10, 15
doll house- SSC-10
drawing- SSC-16
driver safety-SSC-9
ed(id) inflection- p. 18(3)
ethnic food- SSC-10, 11
expansion drills- p. 16(8)
explaining how to do or make something- SSC-10
family trees- SSC-5
filling out applications- p. 6(18), SSC-1
flags of countries- SSC-9
flannel board- p. 11(28, 29)
food groups/nutrition- p. 5(17), SSC-8, 9, 10
food items- p. 5(17), SSC-10
forms of To Be verb- SSC-2, 13, 14, 16
fractions- SSC-5, 6, 13
fund raisers- SSC-9
furniture (names of)- p. 5(18), SSC-10
future tense- SSC-3, 4, 9, 10, 11, 16
future tense, will- p. 19(3), SSC-11, 16
future tense with "go"- p. 19(4)
geometry- SSC-13
gram scales- SSC-15
grocery shopping (newspapers)- p. 5(17), SSC-8, 9
has/have- p. 9(26), 19(6), SSC-2, 4, 12, 16
hasn't/hadn't- p. 14(2)
heights- SSC-13, 14
historical origin for names of week days- p. 7(21), Appendix K
history- p. 7(21, 22), SSC-3, 8, 9, 15
IEP/BILP Goals- Appendix Q
indefinite articles- p. 11(28)
initial, terminal consonant digraphs- p. 10, SSC-4, PI-2
intonation patterns- p. 21(8), 22
introductions- SSC-1

irregular plural nouns- SSC-2
is/are- SSC-12, 13, 14
isn't/aren't- p. 9(25), 13(2)
job information sheet- p. 6(18m)
kinesthetic learning activities- p. 1, 2(5, 8), 10, 14(4), 16(7), 18(3), 20(6, 7), SSC-11, 13
language experience drill- SSC-10
language experience stories- SSC-7, 15, 16
linguistic change- SSC-14
linguistic developmental levels- Appendix S
linguistic interferences- SSC-15, PI-1, 2
liquids- SSC-14, 15
listening comprehension- p. 1, 2(7), SSC-10, 11, 16, PI-1
locatives- SSC-5
making change with money- SSC-8, 10
map work- p. 1, 6(18, 19), SSC-5, 8
mass nouns- p. 15(5)
may- p. 20(7)
menus- p. 4(17), SSC-8, 10
metrics- SSC-14
might- p. 20(7)
migration- SSC-8
minimal pairs- SSC-4, PI-1, 2
modal contractions- p. 20(7)
modals- p. 20(7), SSC-3, 4, 16
money, making change- SSC-8, 10
monotone reading- p. 21(8)
months- p. 7(22), SSC-3, Appendix L-1, L-2, L-3
Mother's Day- SSC-4
multiple slot substitution drills- p. 16(8)
music- Appendix T
must- p. 20(7)
names- p. 2(1), SSC-1
naming rooms/items in a home- p. 5(18), SSC-10
nationalism- SSC-9
negative contractions- p. 3(14), 9(25, 26), 10, 13(1, 2)
nicknames- SSC-1
non-aspirated (voiced) consonants- PI-2
nouns (count vs. non-count)- p. 15(5)

objects- p. 11(28)
occupations- p. 6(18j, 18m)
odd, even numbers- SSC-2
opposites- p. 14(3), SSC-12, 14, 15, Appendix D-2
ordering from menus- SSC-10, 11
ordering numbers- SSC-8
ordinal numbers- p. 6(20), SSC-3, 10, 13, Appendix J
past continuous tense- p. 19(2), SSC-4, 11, 15, 16
past participles- p. 19(5, 6)
past perfect tense- SSC-11
past tense- p. 18(3), SSC-3, 4, 6, 7, 10, 11, 15, 16
past tense, irregular verbs- p. 18(B1), 19(5), SSC-11
past tense, regular verbs- p. 18(3), SSC-11
past tense verb inflections- p. 18(3), SSC-11, 15
pattern practice drills- p. 16(8)
percentages- SSC-6
phonetic charts- PI-1, 2
phonetic interferences- SSC-15, PI-1, 2
picture file- SSC-16
placement test- Appendix P
place words- p. 2(3), SSC-6, 7, 13
planets- SSC-13
plural inflections- p. 8(24)
plural noun inflections- p. 11(28)
pochismos- SSC-14
poetry- SSC-16, Appendix D-2
popular songs- SSC-16
possessive pronouns- p. 3(10), SSC-1
posters- p. 13(1), 18(3)
prepositions- p. 2(3), SSC-7
present continuous tense- p. 9(27), 11(29), 18, SSC-4, 10, 11, 15, 16, Appendix D-2
present habitual tense- p. 11(29), 13(1, 2), 18, SSC-2, 3, 5, 6, 7, 8, 10, 13, 15, 16
present perfect tense- p. 19(6), SSC-11, 12, 16
primary, secondary colors- SSC-4
progression for teaching verb tenses- p. 18
pronoun contractions- p. 3(12, 13), 10, 13(2), SSC-13, 15
pronouns- p. 3(11), 13(2), SSC-12, 13

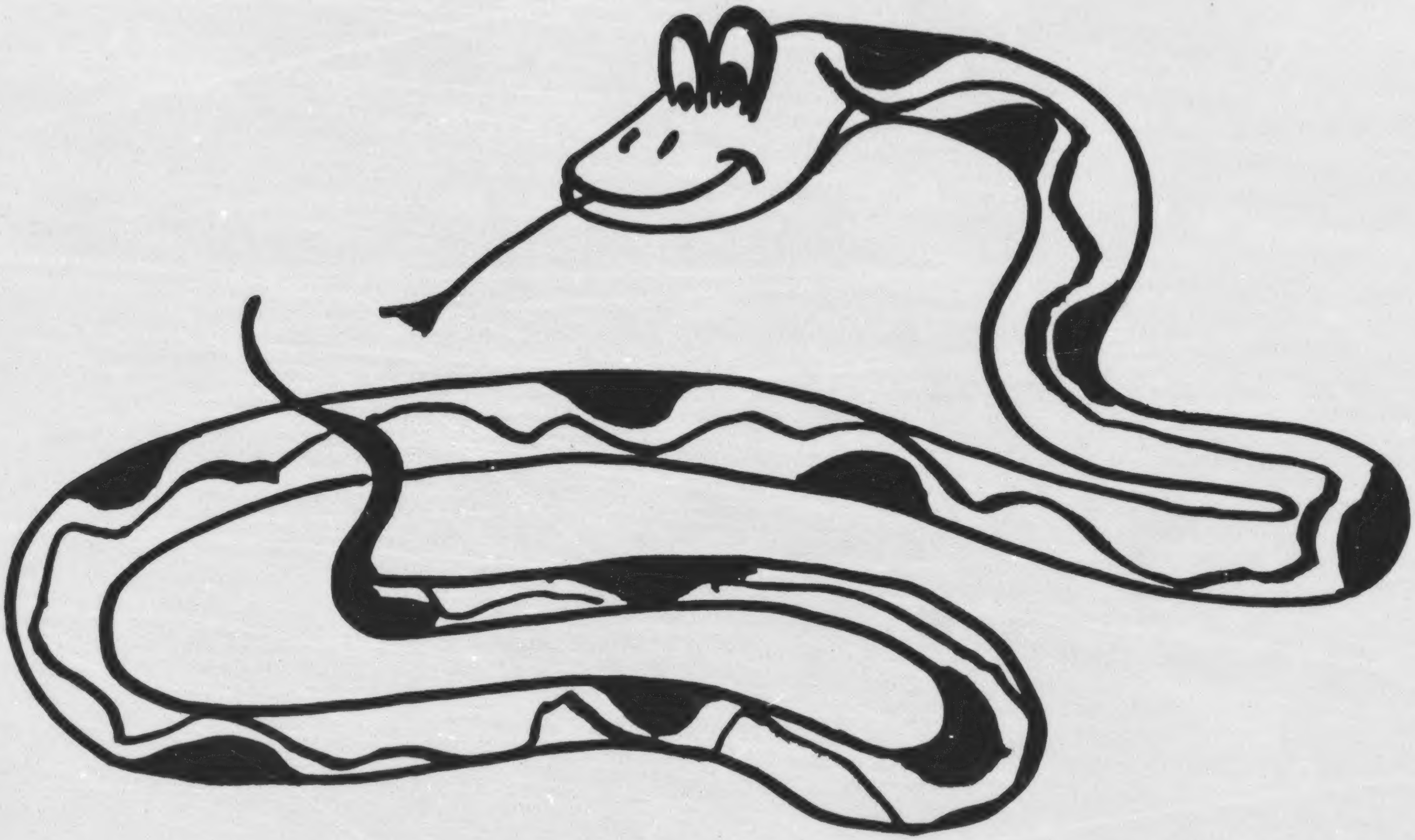
protractor- SSC-13
public relations- SSC-9
question-answer drills- p. 17(8)
"Quiniela"- SSC-8
reading dates- SSC-3
reading decimals- SSC-14
reading drills- p. 10
reading fractions- SSC-4, 5, 6
reading labels- SSC-8
reading menus- SSC-10
reading numbers- p. 6(19), 10, SSC-2, 4, 5, 12, 14
recipes- SSC-10
reference titles- p. 4(15)
renting- SSC-9
repetition drills- p. 16(8)
repetition formulas- SSC-5
re-statement drills- p. 17(8)
restaurants- SSC-10
rhyming drills- p. 4(16), Appendix D-1
rooms of a house- p. 5(18), SSC-10
rounding off numbers- SSC-5, 6
row drills- SSC-14
sales- SSC-9
schedule reading- p. 7(22), SSC-6, 8
science activities/lessons- SSC-14, 15
seasons for soccer- p. 7(22), Appendix L-1, L-2
"Shoot-Out"- SSC-8, 16
should- p. 20(7)
should/shouldn't- p. 14(2)
sight vocabulary- p. 1, 3(9, 10), 5(17, 18), 13, SSC-8, 16
single slot substitution drills- p. 16(8)
skill profiles- Appendix R
"Soccer Pool Contest"- SSC-8
soccer positions- Appendix O-1, O-2
soccer teams- SSC-5
soccer uniform- p. 1, 3(9)
solar system- p. 6(20), SSC-13
solids, liquids, gas concepts- SSC-15
sound, symbol correlation- PI-1, 2

state maps- SSC-5
states, capitals- SSC-5
states of matter- SSC-14, 15
student addresses- p. 2, 6(18)
subject pronoun contractions- p. 4(13), 10, 13(2), SSC-13
subject pronouns- p. 3(11), 16(8), SSC-12, 13
substitution drills- p. 3(13), 4(13)
subtraction- SSC-16
superlatives- p. 14(4), SSC-7, 12, 13-15
supermarkets- SSC-8
syntax- p. 11(28), Appendix M
tag questions- p. 13, 14
tag questions with verb BE- p. 13(2), 14
team rosters- p. 6(19), 7(21), 15(7), SSC-1
teams- SSC-5
telephone directory- SSC-9, 10
telephoning- SSC-10
"tell about" drills- p. 17(8)
telling time- SSC-5, 6
terminal aspirated consonants- p. 18(3), PI-2
terminal voiced consonants- p. 11(29), 18(3), PI-2
third person verb (present tense)- SSC-12, 15
tickets- SSC-8
time concepts, conversions- SSC-6
time zones- SSC-6
titles- p. 4(15), SSC-5
"To Be" verbs- p. 9(25), 13(2), SSC-12, 13, 14
transformation drills- p. 17(8)
transitive verbs- p. 9(25), SSC-14
translations- p. 7(21, 22), SSC-1, 10, 15, 16, PI-1
Treasure Hunt- p. 2(4)
TV commercials- SSC-9
U.S. maps- SSC-5
utterance-response drills- p. 17(8)
values clarification- SSC-4, 16
verb inflections- p. 11(28, 29), 12, 18(3), SSC-7, 11, 12, 16
verb tense continuum- p. 18, 19, SSC-3
vocabulary- p. 1, 3(9, 10), 5(17, 18), 14(3), SSC-8, 10, 11, 12, 13, 14, 16

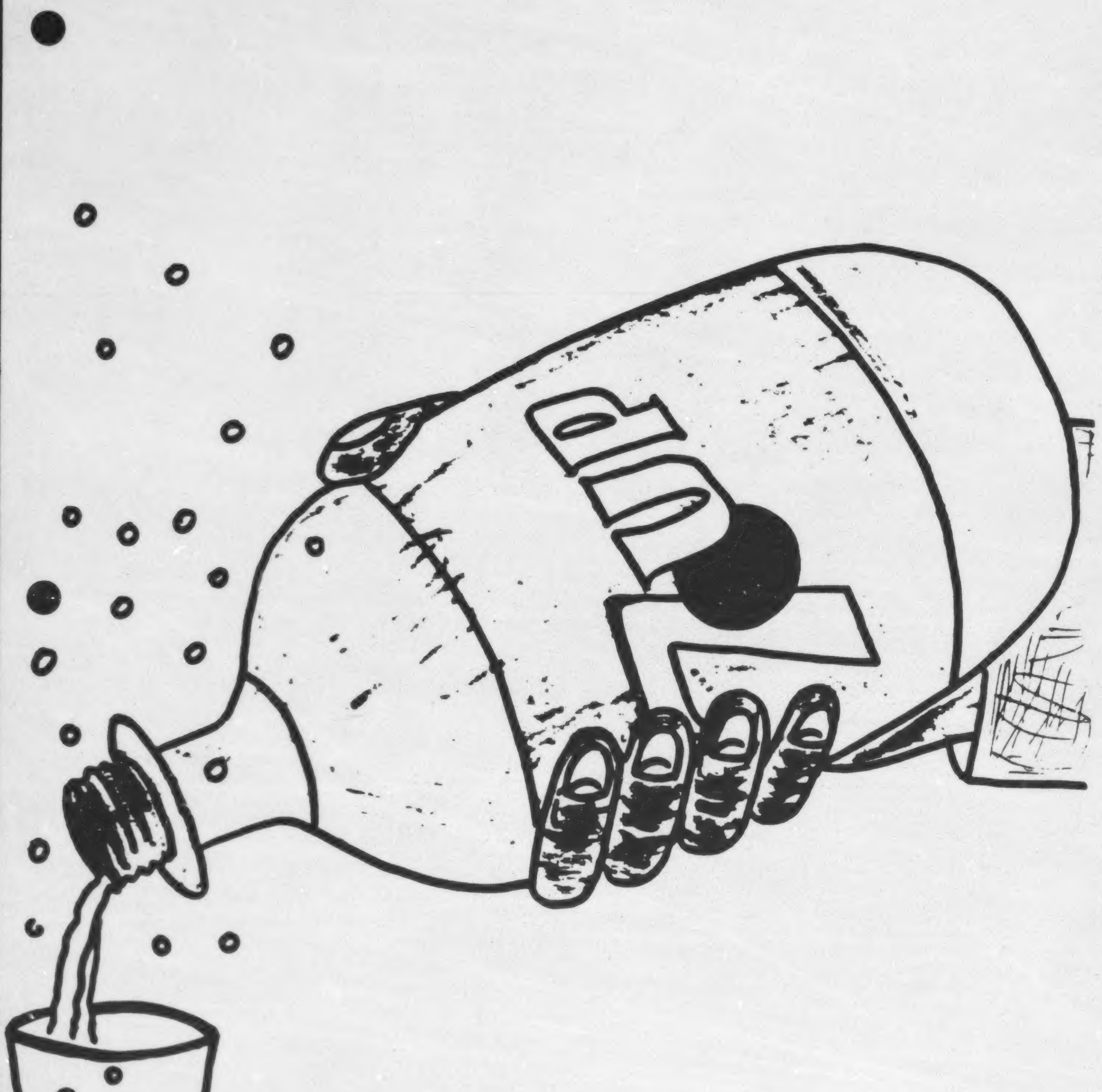
vocations- SSC-9, See Appendix G, H
volcano- SSC-14, 15
voiced consonants- p. 8(24), 11(29), 18(3), PI-2
vowel interferences- PI-1, 2
was/were- p. 19(2)
wasn't/weren't- p. 13(2), 14
weighing- SSC-12
weight- SSC-7
weight, concept of- SSC-15
Wh questions- p. 15(7), SSC-5, 14, 16
will- p. 19(3)
will/won't- p. 14(2)
word banks- p. 1, SSC-8, 11, 13, 16
word classification- SSC-8
would- p. 20(7)
writing birthdates- p. 7(21, 22), SSC-3
writing dates in English/Spanish- p. 7(21, 22), SSC-3
writing numbers- p. 6(19), SSC-4, Appendix I
Yellow Pages- SSC-9, 10

Appendix A

Appendix B



Appendix C



Appendix D-1
(Rhyming)

Instructions: Teacher reads the following phrases to the students and pauses for their response. Students' answers are in parentheses.

What you do in a chair (sit)
What the goalie's hands do to the
ball (hit)
You make this with a knife (slit)

The juice of a tree (sap)
A baby takes one in the afternoon (nap)
A dog will sometimes do this at you (snap)

You did this with a spade (dug)
You walk on it in the house (rug)
Your doctor might give you this if
you get very sick (drug)

You do this with your voice (sing)
A player's position in soccer (wing)
A bee might do this to you (sting)

You do this to a lollipop (suck)
You do this to the sheets on your bed
when you make it (tuck)
When you put glue on something,
it did this (stuck)

A short word for substitute (sub)
You wash in this (tub)
When you bump your toe, you do this (stub)

The end of your finger (tip)
If you tear your dress or shirt it will
do this (rip)
You sometimes make a player fall down
from a tackle (trip)

What an airplane will do at the
airport (land)
Something mild is (bland)
A part of the body that only the
goalie can use on the ball (hand)

A metal box to keep things in (tin)
What you want your team to do (win)
If your brother is the same age you are,
you are this (twin)

You cook beans in one (pot)
When you kick the ball at the goal,
you take a (shot)
A piece of ground (plot)

You do this with your voice (sing)
The sound a triangle makes (ting)
You wear this on your finger (ring)
Something a soccer net is made of
(string)
If you catch your sweater on a nail,
you will have this in it (snag)
If you keep on complaining to the
referee, you do this (nag)
To hang down (sag)

Your wet raincoat will do this (drip)
When you put something in water,
you do this (dip)
If you yell at the referee, you give
him a lot of (lip)

Another name for the ledge by the
window (sill)
A place to keep money in the cash
register (till)
You stand like this when you are
waiting in line to buy a ticket(still

Peas grow in this (pod)
A stick (rod)
When you poke someone, you do this
(prod)
A pet that says "meow" (cat)
What a player did on the bench after
coming out of a game (sat)
What people sometimes say to cats
(scat)

What the mouse did from the cat (ran)
The referee does this if he forbids
you to play in the next game (ban)
There is a cereal called All (bran)

What you do on a chair (sit)
The center of a peach (pit)
What the goalie's hands do to the
ball (hit)
What will happen to a seam if you
pull it hard (split)

Something to wear on your head (cap)
Babies like to sit on their mothers'
(lap)
You do this with your hands when y[illegible]
are pleased with your team (clap)

Appendix D-2
(Poetry)

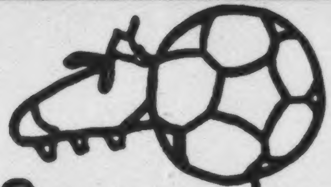
Instructions: The "diamante" poem is written in the shape of a diamond. The first word and the last word are opposites such as: boy and girl, night and day, queen and king, cop and crook, hero and goat. There are seven lines in a "diamante". Each line has its own requirement.

Line no.

1 one-word subject: noun, opposite of word in last line
2 two words: adjectives describing subject in first line
3 three words: present continuous tense (verb + ing) or regular past tense (ed inflections) words about subject in first line
4 four words: nouns about subject in first and last lines
5 three words: present continuous tense or regular past tense words about subject in last line
6 two words: adjectives describing subject in last line
7 one-word subject: noun, opposite of word in first line

The following is an example of the "diamante" poem:

defender
defensive, tall
trapping, tackling, blocking
soccer, athlete, sportsmanship, team
running, shooting, scoring
quick, short
striker



Appendix E
(Regular Day's Diet)

Soccer player's name ______________________

Soccer player's team ______________________

Breakfast (food items)	Calories

Lunch (food items)

Supper (food items)

Total Calories	

Appendix F
(Soccer Match Pre-Game Diet)

Soccer player's name

Soccer player's team

Breakfast (pre-game) food items	Calories

Lunch (pre-game) food items

Supper (post-game) food items

Total Calories	

Appendix G-1
(Vocational Inventory)

Instructions: Read each work activity listed below. If you have ever done that activity, check the box under "yes". If you have never done the activity, check the box under "no". If you have done other similar work, write that activity at the bottom.

CARING/HELPING

Have you had any experience:	YES	NO
being in charge of a club or team?	☐	☐
caring for sick people?	☐	☐
doing volunteer work?	☐	☐
helping new students at school?	☐	☐
helping old people?	☐	☐
helping at cleanup drives?	☐	☐
helping other people with their problems?	☐	☐
helping teachers?	☐	☐
taking care of children?	☐	☐
working in a camp?	☐	☐
doing other caring/helping work:		

CLERICAL

Have you had any experience:	YES	NO
addressing envelopes?	☐	☐
answering telephones?	☐	☐
collecting money?	☐	☐
filing letters or office forms?	☐	☐
greeting visitors?	☐	☐
keeping records?	☐	☐
running a copying machine?	☐	☐
running a computer?	☐	☐
running other office machines?	☐	☐
running a switchboard?	☐	☐
sorting mail?	☐	☐
typing letters or forms?	☐	☐
doing other clerical work:		

Appendix G-1
(con't)

CREATIVE

Have you had any experience:	YES	NO
acting in a play?....................................	☐	☐
drawing or painting pictures?........................	☐	☐
making your own clothes?.............................	☐	☐
making your own designs?.............................	☐	☐
making up new games to play?.........................	☐	☐
playing a musical instrument?........................	☐	☐
putting up displays?.................................	☐	☐
singing or dancing in a show?........................	☐	☐
taking photos?.......................................	☐	☐
working in a play?...................................	☐	☐
working with pottery?................................	☐	☐
writing stories or poems?............................	☐	☐

doing other creative work:

DRIVING/OPERATING

Have you had any experience:	YES	NO
driving cars?..	☐	☐
driving a motorcycle?................................	☐	☐
driving a tractor?...................................	☐	☐
driving a truck?.....................................	☐	☐
operating an electric drill?.........................	☐	☐
operating an electric saw?...........................	☐	☐
operating a fork lift?...............................	☐	☐
operating a movie camera?............................	☐	☐
operating farm equipment?............................	☐	☐
operating a motorboat?...............................	☐	☐
operating a plow?....................................	☐	☐

doing other driving/operating work:

Appendix G-1
(con't)

SALES

Have you had any experience:	YES	NO
selling newspapers or magazines?	☐	☐
selling fruits and vegetables?	☐	☐
selling raffles or tickets?	☐	☐
selling things at a fair?	☐	☐
selling things door to door?	☐	☐
selling things in a store?	☐	☐
working behind a food counter?	☐	☐

doing other sales work:

SERVICE

Have you had any experience:	YES	NO
baking pastry?	☐	☐
cooking meals?	☐	☐
cutting or washing peoples' hair?	☐	☐
dusting, polishing & doing household cleaning?	☐	☐
helping in a hotel?	☐	☐
helping in a restaurant?	☐	☐
mowing lawns and doing garden work?	☐	☐
shopping for groceries?	☐	☐
taking care of young children?	☐	☐
waiting on tables?	☐	☐

doing other service work:

Appendix G-1
(con't)

MECHANICAL/REPAIRING

Have you had any experience:	YES	NO
fixing broken toys?........	☐	☐
building cabinets?........	☐	☐
building hi-fi stereo equipment?........	☐	☐
building models?........	☐	☐
making electrical repairs?........	☐	☐
repairing bikes?........	☐	☐
repairing damaged cars?........	☐	☐
repairing small appliances?........	☐	☐
repairing radios and TV's?........	☐	☐
tuning up car engines?........	☐	☐
doing other mechanical/repair work:		

PHYSICAL

Have you had any experience:	YES	NO
cutting or sawing firewood?........	☐	☐
digging ditches?........	☐	☐
loading and unloading trucks?........	☐	☐
moving equipment?........	☐	☐
moving furniture?........	☐	☐
packing boxes?........	☐	☐
packing fruits and vegetables?........	☐	☐
painting houses?........	☐	☐
doing other physical work:		

Appendix G-2
(Occupational Choices)

Student's name ____________________

Date / /

What is your first occupational choice?

____

Why do you want it? ____________________

____

____

____

What is your second occupational choice?

____

Why do you want it? ____________________

____

____

____

What is your third occupational choice?

____

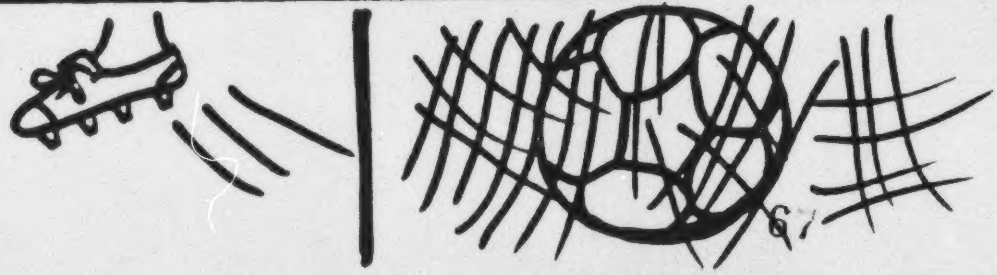
Why do you want it? ____________________

____

____

____

____



Appendix H
(Information Data)

Instructions: Have the students print their answers. For number answers, have students answer with number words. When they complete their sheet, they complete the same sheet again using cursive this time.

1. My first name is ____________________.
2. My middle name is ____________________.
3. My last name is ____________________.
4. I have ____________ brothers.
5. I have ____________ sisters.
6. My mother's name is ____________________.
7. My father's name is ____________________.
8. I am ____________ years old.
9. My birthday is ____________________, ______.
   (month) (day) (year)
10. My house number is ____________________.
11. My street is ____________________.
12. My address is ____________________.
13. My telephone number is ____________________.
14. I go to ____________________ School.
15. I live in the city of ____________________.
16. I live in the county of ____________________.
17. I live in the state of ____________________.
18. I live in the country of ____________________.
19. My favorite football team is ____________________.
20. My favorite soccer team is ____________________.
21. My teacher helper is ____________________.
22. My teacher's name is ____________________.

Appendix I-1
(Printing/Writing Numbers)

Instructions: Have the student begin by reading orally I-1. The student writes in the number on I-2. For I-3, the student prints/writes in the number word that the numbers stand for. Do not give the student sheet I-1 or I-2 to help him/her do I-3 until the student has completed I-3 to his/her best ability. Put tiny dots next to the items on I-3 that were incorrect before you give the student I-2 to help him/her correct I-3. Do I-4 and I-5 accordingly.

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. eleven
12. twelve
13. thirteen
14. fourteen
15. fifteen
16. sixteen
17. seventeen
18. eighteen
19. nineteen
20. twenty

30. thirty
40. forty
50. fifty
60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred
200. two hundred
300. three hundred
400. four hundred
500. five hundred
600. six hundred
700. seven hundred
800. eight hundred
900. nine hundred
1000. one thousand

Appendix I-2

NAME____

Instructions: Please write the number for each word listed below:

six__________________

two__________________

nine_________________

one__________________

five_________________

seven________________

three________________

ten__________________

fourteen_____________

four_________________

eight________________

twenty_______________

sixteen______________

eighteen_____________

thirteen_____________

twelve_______________

fifteen______________

nineteen_____________

twenty_______________

eleven_______________

seventeen____________

Appendix I-3

NAME____

Instructions: Please print/write the word for each number listed below.

6____

2_______________________________

9_______________________________

1_______________________________

5_______________________________

7______________________________________

3______________________________________

10_______________________________

14____

4________________________________

8______________________________________

20____

16____

18____

13____

12____

15____

19____

Appendix I-4

NAME____

Instructions: Please write the number for each word listed below.

ten________________________

ninety-one________________________

fifty-six________________________

twenty-five________________________

sixty-three________________________

seventy-nine________________________

forty-seven________________________

eighty-two________________________

twenty-six________________________

six hundred twelve______________

four hundred twenty______________

two hundred thirty-eight____________________

one hundred fifteen____________________

five hundred fifteen____________________

seven hundred one____________________

two hundred fifty____________________

eight hundred eighty-nine____________________

three hundred ninety-four____________________

four hundred thirty-nine____________________

Appendix I-5

NAME____

Instructions: Please print/write the words for each number listed below.

10____________________________

91____________________________________

56____________________________________

25____________________________________

63____________________________________

79____________________________________

47____________________________________

82____________________________________

26____________________________________

612____

420____

238____

115____

515____

701____

250____

889____

394____

439____

Appendix J
(Ordinal Numbers & Abbreviations)

NAME ____

Instructions: Read the ordinal numbers and their abbreviations in the first column. Write the abbreviations in the middle column. Print/write the ordinal number word on the right side column.

first- 1st
second- 2nd
third- 3rd
fourth- 4th
fifth- 5th
sixth- 6th
seventh- 7th
eighth- 8th
ninth- 9th
tenth- 10th
eleventh- 11th
twelfth- 12th
thirteenth- 13th
fourteenth- 14th
fifteenth- 15th
sixteenth- 16th
seventeenth- 17th
eighteenth- 18th
nineteenth- 19th
twentieth- 20th

second ____________
fifth ____________
twentieth ____________
fourth ____________
eighth ____________
tenth ____________
sixteenth ____________
twelfth ____________
thirteenth ____________
first ____________
ninth ____________
eleventh ____________
fourteenth ____________
nineteenth ____________
seventeenth ____________
fifteenth ____________
seventh ____________
third ____________
eighteenth ____________
sixteenth ____________

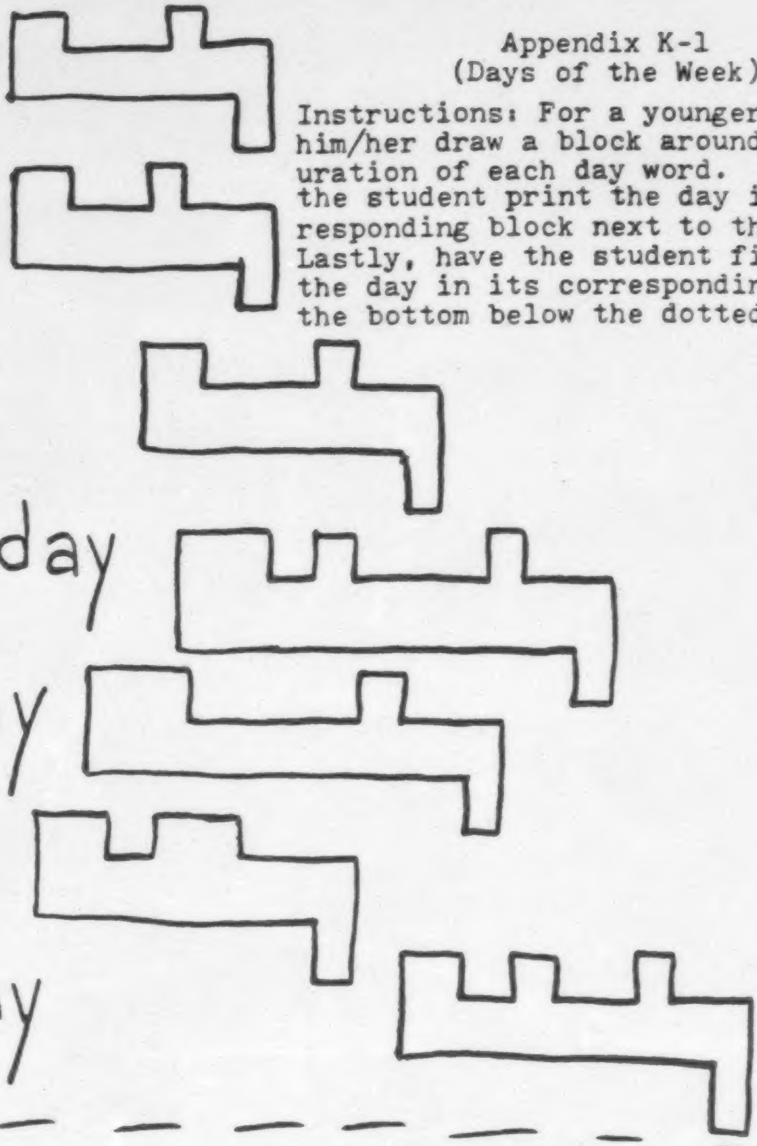
8th ____________________
4th ____________________
10th ____________________
11th ____________________
20th ____________________
14th ____________________
5th ____________________
1st ____________________
2nd ____________________
9th ____________________
6th ____________________
12th ____________________
7th ____________________
18th ____________________
17th ____________________
15th ____________________
3rd ____________________
13th ____________________
19th ____________________
16th ____________________

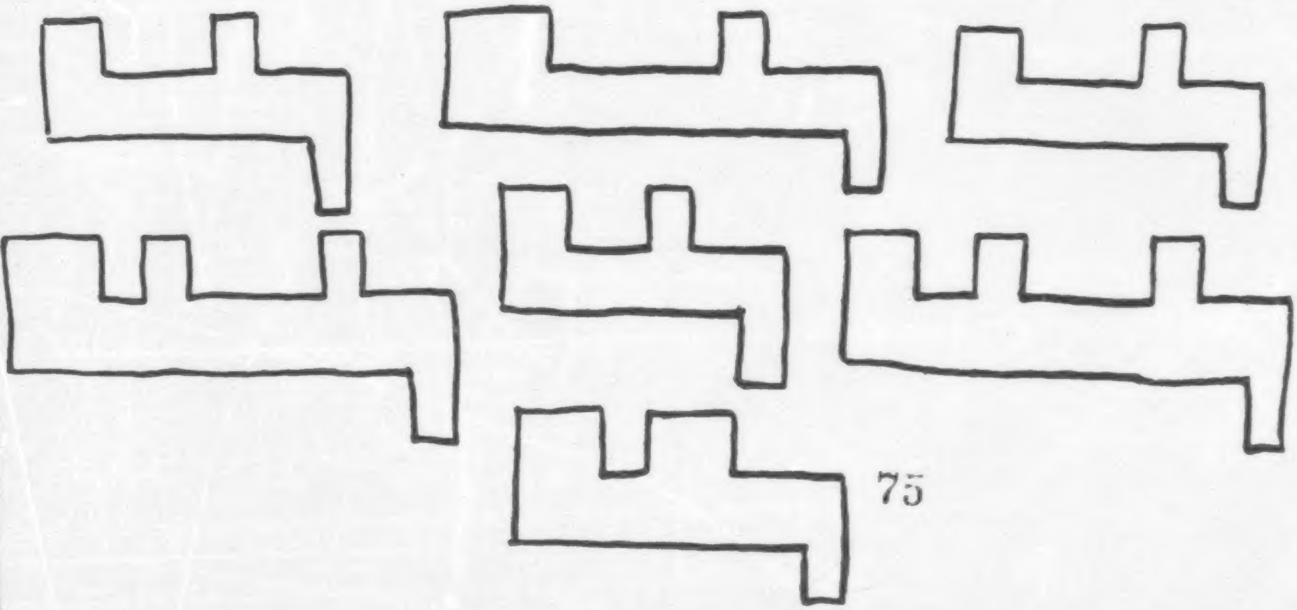
Name______________________________ Date / /

Appendix K-1
(Days of the Week)

Instructions: For a younger child, have him/her draw a block around the configuration of each day word. Then, have the student print the day in each corresponding block next to the day. Lastly, have the student find and print the day in its corresponding block at the bottom below the dotted lines.

1. Sunday
2. Monday
3. Tuesday
4. Wednesday
5. Thursday
6. Friday
7. Saturday





Name ______________________ Date / /

Appendix K-2
(Days of the Week)

Instructions: Have the student print the correct vowels to complete each word. Next, have the student print/write the days of the week in numerical order (left to right) at the bottom of the page.

S_nd_y

M_nd_y

T__sd_y

W_dn_sd_y

Th_rsd_y

Fr_d_y

S_t_rd_y

A Brief History

In 449 AD, a band of Jutes came from Jutland (Denmark) and crossed the North Sea to settle in Kent. They were followed by the Angles (or "hookmen") and Saxons ("swordsmen").

The Jutes, Angles, and Saxons belonged to the same Germanic stock and came to Britain for conquest and thus met the Celts.

Some weekdays that were named by the Anglo-Saxons were:

Tuesday- for the dark god Tiw
Wednesday- for the warlike Woden
Thursday- for Thor (god of thunder)
Friday- for Frigga (goddess of love and the home)

1. ______________________ 2. ______________________

3. ______________________ 4. ______________________

5. ______________________ 6. ______________________

7. ______________________

Nombre ______________________ fecha / /
[name] [date]

"Los meses del año y la temporada de fútbol mexicano"

1. ______________________ ______________________

2. ______________________ ______________________

3. ______________________ ______________________

4. ______________________ ______________________

5. ______________________ ______________________

6. ______________________ ______________________

7. ______________________ ______________________

8. ______________________ ______________________

9. ______________________ ______________________

10. ______________________ ______________________

11. ______________________ ______________________

12. ______________________ ______________________

Appendix L-2

Name ______________________ date / /
[nombre] [la fecha]

"The months of the year and the NASL Soccer Season"

1. ______________ ______________

2. ______________ ______________

3. ______________ ______________

4. ______________ ______________

5. ______________ ______________

6. ______________ ______________

7. ______________ ______________

8. ______________ ______________

9. ______________ ______________

10. ______________ ______________

11. ______________ ______________

12. ______________ ______________

Appendix L-3
(Months of the Year)

NAME____ DATE / /

1. January	Jan.
2. February	Feb.
3. March	Mar.
4. April	
5. May	
6. June	Ju.
7. July	
8. August	Aug.
9. September	Sept.
10. October	Oct.
11. November	Nov.
12. December	Dec.

CLASSES:

1. Freshman	Fr.
2. Sophomore	Soph.
3. Junior	Jr.
4. Senior	Sr.

I. Write the abbreviations for these months:

1. June________________
2. September____________
3. August_______________
4. October______________
5. December_____________
6. November_____________
7. March________________
8. January______________
9. February_____________

II. Spell the months:

1. Aug.________________
2. Jan.________________
3. Sept._______________
4. Nov.________________
5. Oct.________________
6. Dec.________________
7. Mar.________________
8. Feb.________________
9. Ju._________________

III. Give abbreviations:

1. Junior__________
2. Senior__________
3. Sophomore_______
4. Freshman________

IV. Spell the classes

1. Sr.____________
2. Jr.____________
3. Soph.__________
4. Fr.____________

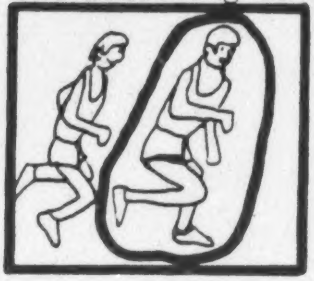
V. What two classes make up a Frosh/Soph soccer team?

______________________________ ______________________________

Appendix M
(Syntax)

Instructions: Have the students memorize the sentence, "All my first ten new big round red Japanese flower pots are here." However, translate the sentence and write it on the board in Spanish to help the students to understand the sentence in English. The translation is "Todas mis primeras diez macetas nuevas, grandes, redondas, rojas, Japonés están aqui." Draw a picture on a solid piece of 8½ X 11 white cardboard to go with almost every English word of the aforementioned sentence. For example, all of the words in the sentence except the words "are" and "here" can be illustrated. As you say each word put a picture cue card illustrating the word on the chalkboard tray going left to right. Have students say the sentence using picture cues. Then remove the cues and reward the first student who can say the sentence from memory.

The following is an example of a cue card that illustrates the word "first".



The picture shows a runner winning a race by crossing the finish line ahead of the others.

When the sentence (original) is memorized, change a word in the sentence by inserting a new cue card and saying the new word before the student says the new sentence. For example, show the cue card for "second" (illustrated by a runner finishing second in a race) and then say the new sentence, "All my second ten new big round red Japanese flower pots are here." The following are variables for each original word and can be represented with a cue card:

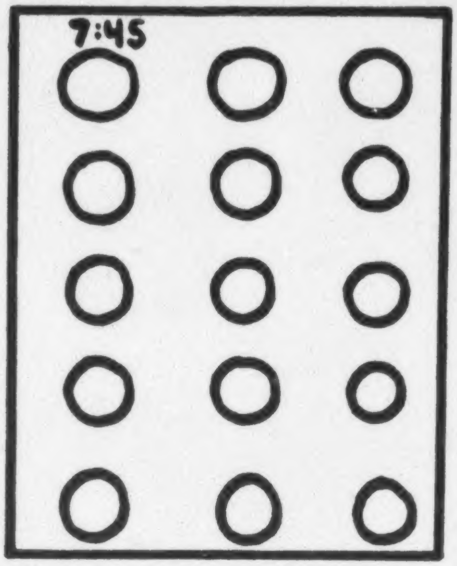
my	first	ten	new	big	round	red	Japanese
your	second	twenty	old	small	square	blue	Mexican
his	third	thirty	ugly	tiny	triangular	black	Chinese
her	fourth	forty	beautiful	tall	rectangular	brown	Vietnamese
our	fifth	fifty	handsome	fat	diamond-	yellow	Arabian
their	sixth	sixty		skinny	shaped	orange	Portuguese
its	seventh	seventy				green	Hawaiian
						purple	Irish

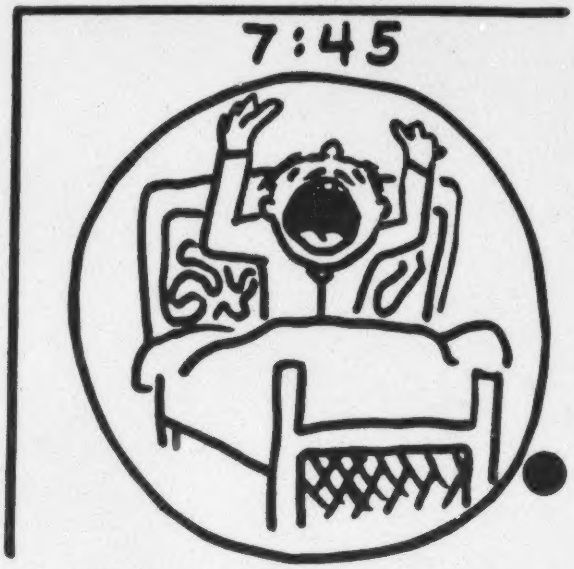
flower	pots
cookie	jars
fruit	blenders
punch	glasses
rice	bowls
candy	wrappers

Appendix N
(President's Family Chart)

Instructions: On a large tagboard, draw 15 circles. Above each circle write the time and in each circle, draw something that the President of the USA/or a famous soccer star does. The row of circles on the left represents activities during the morning (done at home). The middle row represents afternoon activities (done at work) and the row on the right represents evening events (done when the subject is at home).

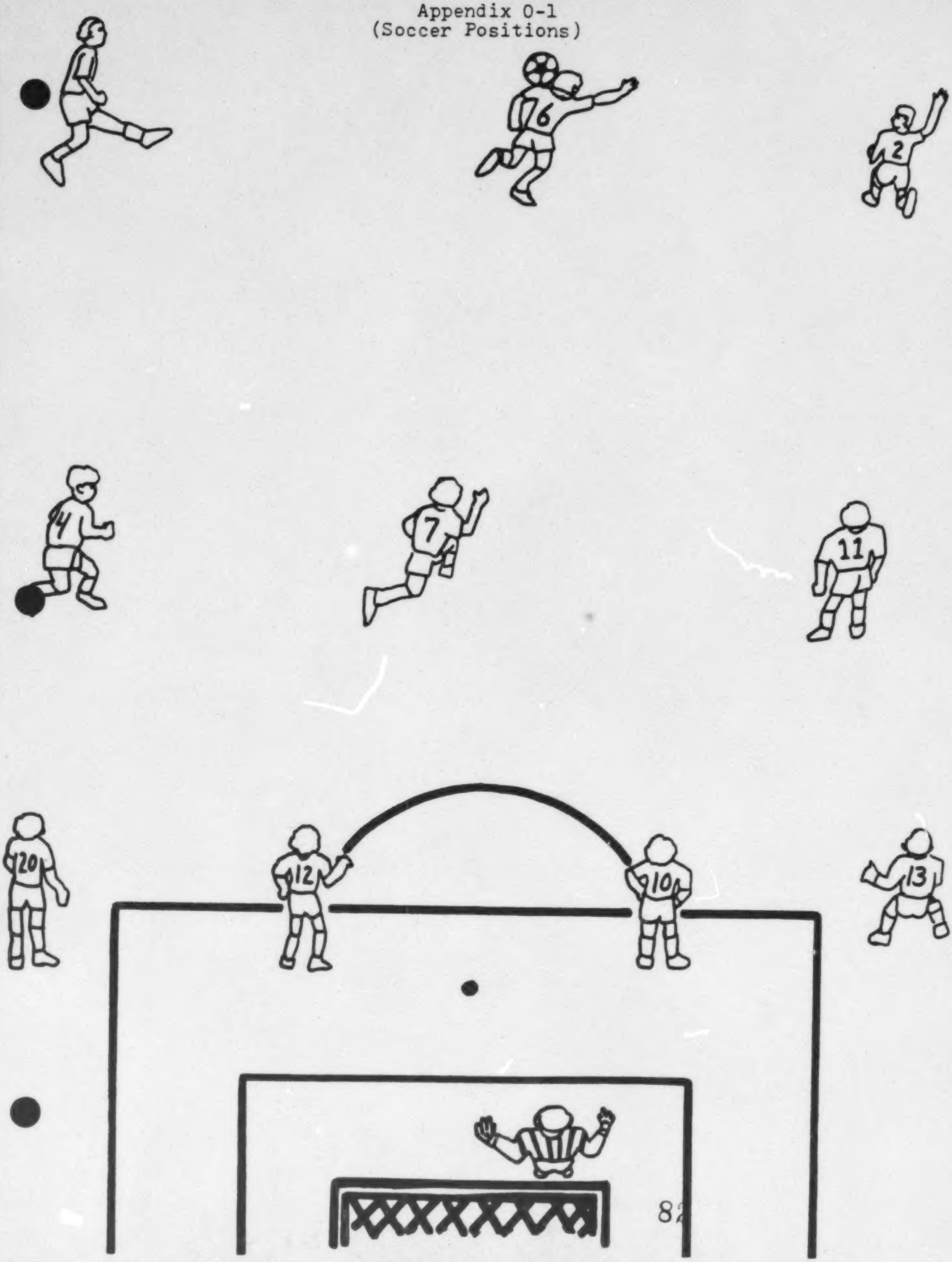
To begin dialogue with the students, point to a specific circle (7:45) and ask a student a question in the present continuous tense, "What time is he getting up right now?" R: "He's getting up at 7:45." (See below.)



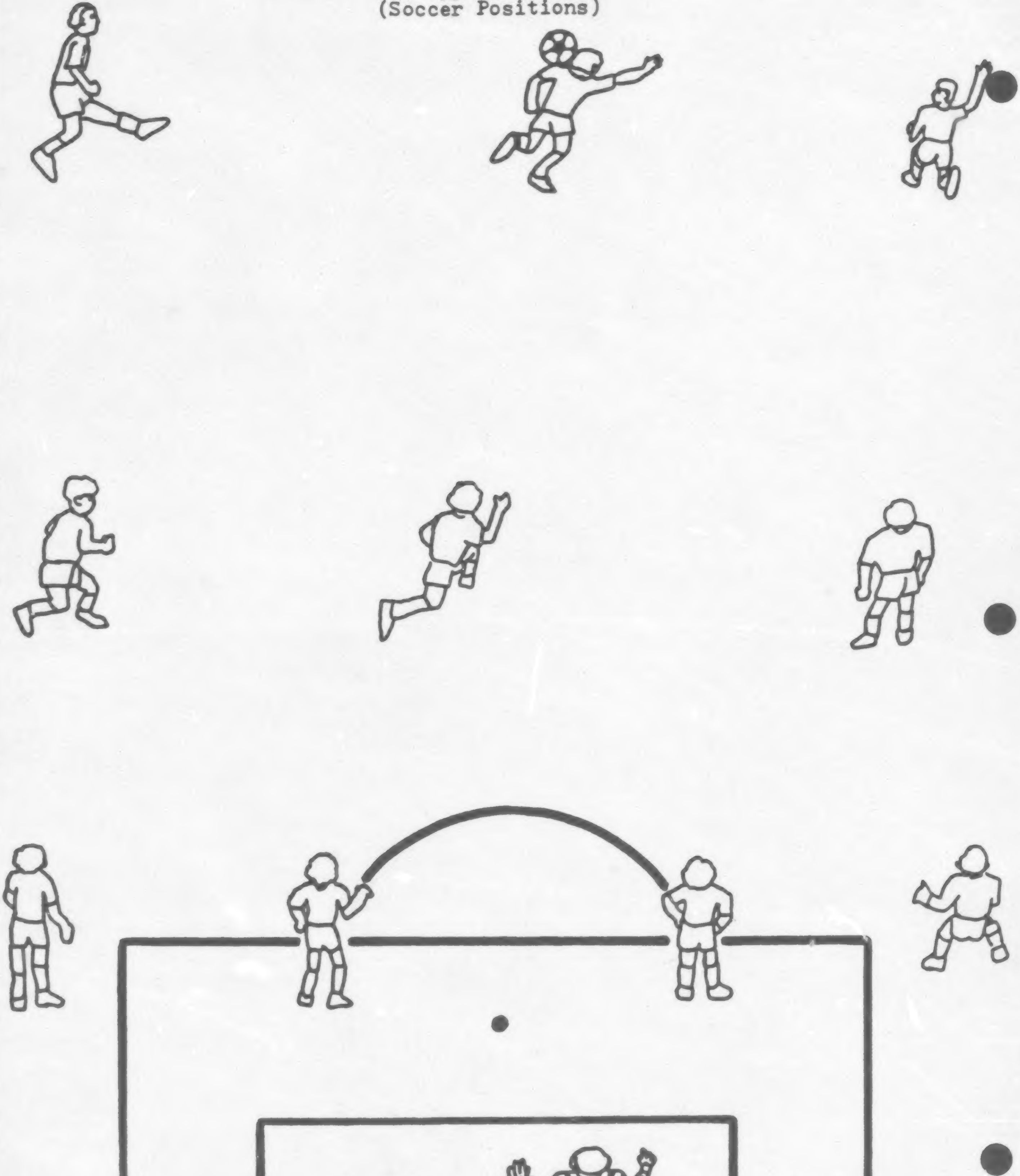


After students use the present continuous tense well at all 15 circles, begin the present habitual tense. Point to the circle under 7:45 and ask a student, "What time does he get up every day?" R: "He gets up at 7:45." All other tenses may be subsequently used. For conditional and future tenses, state a hypothetical situation that the subject/family is in necessitating a conditional or future tense response. For example, ask, "What time would he get up if there was a fire in his house at 4:00 in the morning?" For future tense response, state that the subject had an emergency morning meeting for the next day. Then ask, "What time will he get up tommorrow?" Don't forget to include drawings in the other circles that show the subject interacting with his family such as kissing his wife good-bye, eating with his family, greeting them at the door when he returns home, etc.

Appendix O-1
(Soccer Positions)


16
2
4
7
11
20
12
10
13

Appendix 0-2
(Soccer Positions)



Appendix P
(Pre/Post Test)

Instructions: Teachers explain to the students (in Spanish/English) that they should pretend that they are in a conversation with the teacher. The teacher is going to make a statement or ask a question. The student is going to select the correct response to a statement or select the correct answer to a question. Also, state each question and selections twice. The first time, state the number of the selection and the three letters of the responses in Spanish. All of the wording is given in English. For the repeat of each selection, everything is stated in English for the second time.

Other than these introductions, do NOT help students. The point is to see what they already know not to get correct answers. Students do not see the questions and selections.

Directions to the student: "A question or a statement will be read. Three possible replies will be given. Only one of them fits and is proper English. Circle the letter that stands for the correct reply. THIS IS AN ORAL TEST.

1. How are you?

A. That is good.
B. He is a boy.
C. I'm fine.

2. Good morning.

A. I live on First Avenue.
B. Good morning.
C. She is my friend.

3. What is your name?

A. I have a car.
B. Juan
C. I go to school.

4. Where do you live?

A. In San Jose
B. This is a house.
C. The house is big.

5. Where are you going?

A. I live in a house.
B. To the store
C. I have two sisters.

6. I am a soccer player.

A. Lorenzo is a soccer player too.
B. Lorenzo are a soccer player too.
C. Lorenzo be a soccer player too.

7. John plays a lot.

A. I plays not much.
B. I don't play much.
C. I not play much.

8. I buy tickets.

A. Mina don't buy tickets.
B. Mina doesn't buy tickets.
C. Mina not buy tickets.

9. My friends are here.

A. Bob is not here.
B. Bob are not here.
C. Bob not is here.

10. I think it's late.

A. We have to hurry.
B. I have time for a coke.
C. I can walk slowly.

11. When do you have dinner?

A. Steak and vegetables
B. At my aunt's house
C. At 7 o'clock.

12. How was the game?

A. It was good.
B. It's a nice day.
C. It's cold today.

Appendix P
(con't)

13. This is Ana Becerra.

A. The seat is burning.
B. She is a housewife.
C. I love spinach.

14. What time is it?

A. I leave at five.
B. She lives on 7th.
C. It is 6 o'clock.

15. He needs to learn English.

A. I need some gas.
B. He is late to work.
C. He goes to school.

16. I'm not happy on my team.

A. I don't play enough.
B. Give me her number.
C. I'll see you later.

17. Let's go shopping.

A. To the supermarket?
B. How much?
C. How high?

18. How much is this soccer ball?

A. 20 gallons
B. 10 dollars
C. Down the street

19. Do you like these soccer shoes?

A. Yes, it runs well.
B. I have to go to the store.
C. No, I don't like them.

20. What's the matter?

A. 12 dollars
B. 30 feet high
C. I feel sick.

21. Do you have time to play?

A. I always have time to play?
B. I have to scratch my head.
C. He always gets up late.

22. I liked the game very much.

A. I like ice cream.
B. Did you like it too?
C. I saw a big horse.

23. Does he want to leave the game?

A. He lives here.
B. They left together.
C. Yes, he does.

24. Are you going to eat now?

A. We always eat at this time.
B. I eat pickles with ice cream.
C. I am going to leave at 7.

25. Have you ever had a toothache?

A. My teeth never hurt.
B. I have to buy a toothbrush.
C. We need some toothpaste.

26. We are going to the soccer match.

A. Alan are going to the match too.
B. Alan is going to the match too.
C. Alan will going to the match too.

27. Have you seen the soccer stadium?

A. Yes, I've seen it.
B. Yes, I seen it.
C. Yes, I've saw it.

28. He is doing very little work.

A. Maybe he is lazy.
B. I think he won't come.
C. I've never seen him.

29. I don't live here any more.

A. Did you live there long?
B. Are you going to live there?
C. I live there now.

30. Have you ever been to Mexico?

A. I has been there many times.
B. I have was there many times.
C. I have been there many times.

Instructions: After all tests are given to a group, they can be divided into classes or groups depending on the following breakdown in scores:
0-15 beginners; 16-20 intermediates; 21-30 advanced

Appendix P-1
(SOCK Placement Test Answer Sheet)

Name______________________________ Date________________

Instrucciónes: Ponga un circulo alrededor de la letra de la respuesta correcta.

Instructions: Put a circle around the letter of the correct answer.

1. A B C
2. A B C
3. A B C
4. A B C
5. A B C
6. A B C
7. A B C
8. A B C
9. A B C
10. A B C
11. A B C
12. A B C
13. A B C
14. A B C
15. A B C
16. A B C
17. A B C
18. A B C
19. A B C
20. A B C
21. A B C
22. A B C
23. A B C
24. A B C
25. A B C
26. A B C
27. A B C
28. A B C
29. A B C
30. A B C

Appendix P-2
(SOCK Placement Test Answer Key)

1. A B [✓ C]
2. A [✓ B] C
3. A [✓ B] C
4. [✓ A] B C
5. A [✓ B] C
6. [✓ A] B C
7. A [✓ B] C
8. A [✓ B] C
9. [✓ A] B C
10. [✓ A] B C
11. A B [✓ C]
12. [✓ A] B C
13. A [✓ B] C
14. A B [✓ C]
15. A B [✓ C]
16. [✓ A] B C
17. [✓ A] B C
18. A [✓ B] C
19. A B [✓ C]
20. A B [✓ C]
21. [✓ A] B C
22. A [✓ B] C
23. A B [✓ C]
24. [✓ A] B C
25. [✓ A] B C
26. A [✓ B] C
27. [✓ A] B C
28. [✓ A] B C
29. A B [✓ C]
30. A B [✓ C]

Appendix Q
(SOCK IEP/Spedlep/BILP Goals)

Instructions: The following are some sample IEP(Individual Education Program)/Spedlep(Special Education Limited English Speaking) or BILP(Bi-lingual Individual Learning Plan) goals one can utilize. The teacher should select an individual test item and test it with a large number of classroom students to develop proficiency standards or school/room records.

1. Page 1, listening comprehension (receptive language): Given 20 body parts from an oral cue, student will touch 80% accurately in ______ minutes.
2. Page 1, listening comprehension (expressive language): Given physical cues, student will give name of 20 body parts touched with 80% accuracy in _____ minutes.
3. Page 2, prepositions (receptive language): Given 10 place words, student will place his/her pencil (in relation to book) in position with 80% accuracy in _____ minutes.
4. Page 2, prepositions (expressive language): Student will give 10 place word directions and place his/her pencil (in relation to book) in position with 80% accuracy in _____ minutes.
5. Page 2, demonstratives: Given 10 close objects and 10 far away objects, student will use correct demonstrative (this/that) with 80% accuracy in _____ minutes.
6. Page 2, word order: Given 20 colored pencils, the student will describe the pencil (adjective-noun) with 80% accuracy in _____ minutes.
7. Page 3, possessive pronouns: With teacher touching objects owned by students/people in a small group, the student will state the possessive pronoun plus the noun with 80% accuracy in _____ minutes.
8. PI-1, phonetic interferences: Reading a list of 5 minimal pair words ($\bar{e}$/i), student will read them with 80% accuracy in _____ minutes.
9. Page 11, present habitual tense: Student will use the correct morpheme for a list of 20 present habitual tense verbs in _____ minutes.
10. Page 12, present continuous tense vs. present habitual tense: From each question, the student responds with the correct verb tense using 20 verbs (present continuous/present habitual) with 80% accuracy in _____ minutes.

Appendix R-1
(Skill Profiles: Readiness-K)

Readiness(K)	Place words	body pts.	OPPOSITES	CLAS	ounts 1-10	LISTENING Ⓐ oral Vocab.	Predicting extending	localizing	remembering	organizing
José										
Ricardo										
Felipe										
Linda										
Maribelle										
Jesus										
Javier										
Antonio					✓					
Antonia										
Pedro					✓					
Horatio										
Lorena		✓			✓					
Carmen					✓					
Lamardo										
Danny										
Billy										

Appendix R-2
(Readiness-K, con't.)

	Ⓐ(cont.)		WRITING Ⓑ							VISUAL PERCEPTION				
	[illegible]	ORAL DIR	Vert lines	horiz. lines	underlines	Vert. thru dots	[illegible] fit circle	[illegible] Center [illegible]	Tracking VIS-VERT	Vis Discr. Like pict.	Like symbol	Like letter	Vis seq	Vis. motor (cutting)

Appendix R-3
(Readiness-K, con't.)

	Vis-Motor (Frostig)	VIS. PERCEPTION				AUD. DISCRIMINAT.					TOUCH			
	Form letters	Like pict. (matching pairs)	(fig with fig.)	(letters with letters)	relat. parts to whole	Like sounds	Diff.	Aud. Seq	Part to Whole	Letter sounds	Like	Diff.	Seq.	Text.
José														
Ricardo														
Felipe														
Linda														
Jesus														
Javier														
Antonio H.														
Antonio														
Pedro														
Horacio														
Lilian														
José Antonio														
Carmen														
Leonardo														
Danny														
Billy														

Appendix R-4
(Readiness-K, con't.)

TOUCH	TASTE					SMELL					MOTOR PERCEPTION								
Textures	Like	Diff.	Types	Identif.	Seq.	Like	Diff.	Types	Ident.	Seq.		Front (Back) Above-Below	SUPERLATIVE	COLORS	NAME	ADDRESS	BIRTHDATE	SOCIAL PERCEP.	CONCEPTS Tallest Shortest Largest Smallest
														✓					
														✓					
														A: ✓ \					
														A: ✓					
														✓ N					
														✓ An					
														/					
														✓					
														✓					
														✓ 10 02					
											✓			✓					✓ ✓ ✓ ✓ ✓
														✓					
														[illegible] ✓ [illegible]					
														[illegible] ✓					
														42 ✓					
														32 ✓					

Appendix R-5
(Oral Skills, Level I)

\=skill intro. X=can do skill √=needs special help	Tells time	Gives his/her age	Tells where born	Says/spells full name	Says address/phone no.	My name is_, What's yours?	This is/that is these are those are	colors	reads numbers 1-100	body parts	clothing parts	food items	rooms of home	furniture + appliances	Placewords	parts of an auto	safety symbols	shapes	numbers #	prices/money denomin	opposites	describes emotions	tells future plans	Simple direction words	Says days of week, months, seasons
Guillermo																									
Mark																									✓
Felipe																									✓

Appendix R-6
(Oral Skills, Level I, con't.)

(NEG. PRES. F.T.) Yes I am, no I'm not (gives these answers)	✓														
Do/Does															
present continuous tense															
Present habitual "	✓		✓												
past tense regular															
past tense, irregular															
L. Verb + plurals															
Pronouns (subjects)	✓		✓												
Pronouns (obj. of prep.)															
Simple direction words (place direct.)															
Verb contractions															
Verbs															
Verb inflections/s/-3rd person	✓		✓												
"Go" + future (ing)															
Word order/adj before noun															
Nouns - names them															
Noun inflection (plurals)															
Can match pictures of verb action															
(Sent) intonation-interrogative															
prepositions															
(the) definite article before noun															
(a) indefinite art. before noun															
use of an															
have/has	✓		✓												
Superlatives															
irreg. verb - past tense															
Time dial/bus stop dialogue															
store dialogue															
introduces himself/others															
Pronoun contractions	✓		✓												
(common) Says complete sentences															
Says whole infinitive to work															
Mr. Mrs. Miss Ms.															

Appendix R-7
(Oral Skills, Level II)

								Mark		Guillermo		Hiếu 2B
								✓				tells time/dialogue
												uses money/prices
												counts by ...
												opposites
												days of week, months, Seasons
												What's this ?/ that ?
												Makes Questions, (pres tense)
												Answers Q., pres. t.
												Makes tag quest. with BE, pres. + past
												Gives short answers using pres. or past of to BE
												Vocabulary (oral)
												MAKES tag questions with pres. + past t. of verbs
												uses correct verb form with compound subject
												use of any
												use of much "
												use of many "
												uses lots of/or a lot of
												uses can/or can't
												present contin. tense
								3/2 ✓		3/5		present habitual t.
												past tense, reg.
												past continuous tense
												present contin + future
												future tense of will, gonna, I'll, they'll, etc.
												Modals
												Present perfect

Appendix R-8
(Oral Skills, Level II, con't.)

											Pres. perfect continuous
											Past perfect
											Past perfect contin.
											Use of correct past form of 50 irreg. verbs
											Possessive Pronouns
											Pronouns (subject)
											Pronouns (obj of prep).
											Direction words
											Verbs
											Verbs, past tense irregular
											(3 sounds of /s/
											Noun inflections /s/
											Possessive nouns /s/
											Definite article Noun
											Indef. article Noun
											use of an
											Superlatives
											Pronoun contractions
											Verb contractions do/don't/doesn't/did/didn't
											Says complete sentences (proper syntax order)
											Says whole infinitive (to work)
											do/does
											Ask do-does questions
											Answers why questions
											Uses idioms "used to" / "have to"
											Adjective word order
											Introduces people dialogue
											Store dialogue
											What [illegible]...?/A: He has...
											Prepositions
											Plurals (count/non-count nouns)

Appendix R-9
(Phonics for Spanish Speakers)

	[illegible]	[illegible]
Student Name		
name of letters (caps)		
name of letters (lower case)		
matches upper-lower		
ABC's		
sounds of initial consonants		
sounds of medial c		
sounds of terminal c		
initial digraphs		
medial "		
terminal "		
initial blends		
terminal blends		
long vowels		
short vowels		
vowel families		
silent "e"		
dipthongs		
Verb inflections /s/	✓	✓
/z/ "		
/iz/ "		
Vowel Contrasts u/a e/i		

Appendix R-10
(Phonics for Spanish Speakers, con't.)

ē/ĭ Vowel Contrasts	ā/e	a/o/u	ū/oo (stood)	ō/aw	o/aw	ō/oo	aw/oo	o/ō	o/oo	o+r /or/	e+r /er/	i+r /ir/	u+r /ur/	k-/k-a/	t-/t-a/	p-/p-a/	v/b initial	v/b medial	b/v final	d/th initial	d/th medial	d/th final	final n/ng/m/nk	final s/z	th,th

Appendix S
(Developmental Levels For Phonemes, Morphemes, & Syntax)

Development of Phonology

Ages	Phonemes
3	m n p h w
4	b k g f
5	y ŋ d
6	l r t sh ch dr cl bl gl cr
7	v th j s z tr st sl sw sp
8	th sk sn _sk _st

Development of Morphology & Syntax

Age 2-3:

Uses possessives
Uses more adjectives including quantitative
Uses past tense of irregular verbs
Uses past tense of regular verbs
Uses incomplete sentences
Includes determiner in phrase
Uses two word negative phrase
Forms some plurals by adding "s"
Repeats 3-4 syllable sentence

Age 3-4:

Uses modals: can, may, will
Uses form of "do"
Uses third person singular present tense
Increases use of plurals of nouns
Uses contractions
Increases correct use of possessives
Expands simple sentences with "and"
Uses compound sentences
Begins to use complex sentences by adding clauses at end
Uses some "wh" questions
Repeats sentences of 6-7 syllables

Age 4-5:

Begins to use auxilliary verbs
Uses derivational endings for nouns
Uses comparatives
Uses singular and plural nouns
Usually uses noun-verb agreement
Uses complete simple sentences beginning with "there", "it", "this"
Uses complete simple sentence ending with locator or adjective
Separates verb from adverb
Substitutes pronoun for subject in compound sentence
Uses simple questions
Repeats sentence from 12-13 syllables

Age 5-6:

Uses most possessives
Understands singular-plural of "be"
Understands present, past, and future tense
Incorporates infinitives into sentences
Uses "so" conjunction
Uses "if" and "because"
Uses passive tense
Uses "wh" in complete question
Uses negatives in complete sentences
Uses "do" plus the negative
Uses conjunction in the subject
Uses more possessives accurately

Development of Expressive Semantics

Age 2-3:

Able to use gestures to demonstrate use of common objects

Age 3-4:

Gives full name
Can identify own sex
Can spontaneously name three items
Uses at least four-word sentences
Recognizes time
Shows auditory judgement

Age 4-5:

Able to make broad categorizations
Talks while he builds or draws
Uses opposite analogies
Verbalizes awareness of senses
Uses at least 5-word verbal responses
Shows auditory judgement
Deals verbally with nonpresent situations
Looks at picture and can name actions

Age 5-6:

Tells age
Uses pronouns "she", "he", and "they"
Names familiar colors
Names 2 to 3 coins
Uses at least 5-word verbal responses
Shows auditory judgement
Defines a noun by description, use or category
Gives descriptive comments about pictures
Comprehends increasingly complex questions
Begins to verbalize relationships
Can name eye, elbow and thumb
Understands concepts of "bigger" and "more" in verbal directions only

Appendix T
(Controlling For Grammatical Elements In Contemporary/Holiday Music)

Instructions: Select a contemporary or holiday related song. Write the words down. Observe the elements of grammar that are repetitive and relate to your students' grammatical needs. First, play the song. Then pass a copy of the song to each student. Play the song again. Discuss with them the backround, purpose or significance of the song. Read the song to them emphasizing the grammatical elements that you have selected. These elements can be typed with capital letters to set them apart from the other parts of the song. The students read the song together. The students read the song to each other in groups of twos. (By now, they may be singing it!) Play the song again and have students read it silently. Now, play it again and have the students sing the song with you. Ask for volunteers to sing it in a small group or solo. Have the students take the song home and memorize it. Can they say or sing it without seeing the words?

The following is an excerpt from a popular song sung by Neil Diamond. It offers an example on focusing on certain grammatical elements of a song for classroom use. This selection emphasizes the usage of the present continuous tense. After the students have listened to the song and have read or sung it, focus in on the following verse:

"Hands,
Touching hands,
Reaching out,
Touching me,
Touching you."

Read this part and have students read it emphasizing the verb inflection "ing". Demonstrate for the students the action verbs by touching and reaching. Proceed to the following verse:

"Warm,
Touching warm,
Reaching out,
Touching me,
Touching you."

Repeat the procedures from the previous verse. After you have read, discussed, and sung this song in depth, use student creativity to generate other present continuous tense situations by asking, "What other parts of our bodies can get into action and do something?" Someone may suggest "feet". Then substitute "hands" for "feet". Then ask, "What can feet do?" R: "Walk." Ask, "How can we make 'walk' an 'ing' word?" R: "Walking." State, "Now we have 'feet'. Walking where?" R: "Walking up, walking down." State, "Now we have 'feet, walking up, walking down'. Can we have 'walking over me, walking over you'?" Continue with different body parts such as "head, thinking", "arms, lifting", "neck, stretching", "mouth, kissing", etc.

Have students compose a new song from the new sentences generated. Write the words down and sing it to the same melody of the same aforementioned song studied.

Appendix U
(Colloquialisms/Adages)

1. A penny for your thoughts
2. Are you kidding?
3. As good as gold
4. A space cadet
5. Barfy!
6. Be chipper!
7. Better believe it!
8. Big Daddy!
9. Big wows!
10. Calm, cool, and collected
11. Calm down!
12. Can it!
13. Can you dig it?
14. Can you handle it?
15. Can you top that?
16. Chalk up another one.
17. Cheers!
18. Chuck it!
19. Come again?
20. Cool down!
21. Cool it!
22. Cough it up!
23. Cram it!
24. Don't be wishy-washy!
25. Don't blow it!
26. Don't dilly-dally!
27. Don't give me that jazz!
28. Don't make a mountain out of a mole hill!
29. Drop it!
30. Easy does it.
31. Far out!
32. Fine and dandy
33. Forget it!
34. For Heaven's sake
35. Get lost!
36. Get on with it!
37. Get serious!
38. Get the hang of it?
39. Get your jollies
40. Good enough!
41. Good going!
42. Good Lord!
43. Good night!
44. Gottcha.
45. Grody!
46. Grody
47. Grody to the max
48. Groovy!
49. Hang in there!
50. He's a loser.
51. He's a space cadet!
52. He's a winner!
53. He's cappin on you!
54. He's spacey!
55. He's totally ruined!
56. Hey, buddy!

Appendix U
(con't)

57. Hey, dude!
58. Hey, man!
59. Hey, pal!
60. Holy cow!
61. How about that!
62. I could care less!
63. I'm bad!
64. I'm gonna just kick back.
65. I'm takin all the heat!
66. It's bigger than both of us!
67. It takes one to know one!
68. Jam it!
69. Join the team!
70. Jumpin jimminies!
71. Junk it!
72. Keep the faith!
73. Kick back!
74. Knock it off!
75. Let's get on with it!
76. Let's jam!
77. Listen up!
78. Lookin good!
79. Lordy-lordy!
80. Love it or leave it!
81. No way!
82. Now you're catching on!
83. O.K., pal!
84. Outa-sight!
85. Quit clowning around!
86. Ram it!
87. Right on!
88. Rip city!
89. Shape up!
90. Shape up or ship out!
91. Sho-enough!
92. Shoot!
93. Simmer down!
94. Skip it.
95. Snap out of it!
96. Somebody goofed!
97. Spare me!
98. Speak of the devil!
99. Speak up!
100. Super!
101. Take it easy!
102. Tell it like it is.
103. Tell me another one!
104. That's a winner!
105. That's bad!
106. That's a cut!
107. That's a jip!
108. That's all she wrote!
109. That's cold!
110. That's cold hearted!

Appendix U
(con't)

111. That's cool!
112. That's for sure!
113. That's freaky!
114. That's low!
115. That's no skin off my back!
116. That's no sweat off my brow!
117. That's the breaks!
118. That's the cat's meow!
119. That's the pits!
120. That's the way the ball bounces!
121. That's tight!
122. That's your baby!
123. That turns me off.
124. That turns me on!
125. Think you're slick!
126. Tough!
127. Tough luck!
128. Two heads are better than one.
129. Welcome to the club!
130. What a jip!
131. What a rip-off!
132. What a weirdo!
133. What a whimp!
134. What ever.
135. Wise up!
136. Ya gotta be joking!
137. Ya gotta be kidding!
138. Ya gotta love it!
139. You don't say!
140. You flea bag!
141. You fool!
142. You're a whimp!
143. You're a whip!
144. You're hurtin for certain!
145. You're jiving me!
146. You're joshing!
147. You're puttin me on!
148. Zip it up!